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ABSTRACT

Patterns that emerged from reviewing 12 syllabi for courses on the college and university curriculum are discussed, and a sample syllabus is presented. These courses are offered as part of graduate level studies in the field of higher education administration. A marked similarity across curriculum courses was found in terms of overall course content. Most courses addressed the following topics: historical and philosophical foundations; reforms and innovations; components (general education, professional/vocational education, major); curriculum planning and implementation; evaluation; and the dynamics of curriculum change. At the same time, there was variation in topical areas that were emphasized in the courses. There was widespread use of the trilogy sponsored by the Carnegie Foundation for the Advancement of Teaching: "Missions of the College Curriculum," Arthur Levine's "Handbook on Undergraduate Curriculum," and Frederick Rudolph's "Curriculum: A History of the American Undergraduate Course of Study Since 1936." Topics not included in most curriculum courses that merit consideration are identified, along with examples of recent research and scholarship in the field of higher education that would enrich curriculum courses. In addition, a syllabus from the University of Arizona is presented. A list of members of the course syllabi network is included. (SW)

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CURRICULUM/INSTRUCTION

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CURRICULUM AND INSTRUCTION

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The purpose of this brief essay is to sketch and reflect upon major patterns across course syllabi for courses on college and university curriculum. This review draws upon the 12 syllabi submitted; no claim is made as to the representativeness of the sample. Further, all but one of the syllabi received were distinguished by their brevity and their focus on course content. Notwithstanding the limitations of the sample and of course syllabi in general, these syllabi provide a foundation for reaching several tentative generalizations about courses on higher education curriculum.

One of the most striking patterns across the syllabi concerns the widespread use of the trilogy sponsored by the Carnegie Foundation for the Advancement of Teaching: Missions of the College Curriculum (1977), Arthur Levine's Handbook on Undergraduate Curriculum (1978), and Frederick Rudolph's Curriculum: A History of the American Undergraduate Course of Study Since 1936. In the majority of courses reviewed, one or two of these volumes--Levine's compendium and/or Missions--provide the basic text for the course. While supplementary readings are offered in most courses, most of these readings are taken from traditional texts such as Robert Hutchins' The Higher Learning in America and, in a few cases, recent reports such as the NIE report entitled Involvement in Learning.

A second pattern is the marked similarity across curriculum courses in terms of overall course content. Most courses address the following

topics: historical and philosophical foundations, reforms and innovations, components (general education, professional/vocational education, major), curriculum planning and implementation, evaluation, and the dynamics of curriculum change. At the same time, there is some variation as regards the relative importance placed on various topical areas. In particular, some courses place major emphasis on general education, others stress historical foundations, and still others emphasize curriculum design and analysis.

In reflecting on the readings and topics indicated in the course syllabi reviewed, several telling observations can be made. First of all, as regards required and supplementary readings, I am struck by the extent to which the Carnegie trilogy is required reading, which, in turn, has shaped both the content and structure of courses on curriculum. While these three books have arguably made an important contribution to the literature, I wonder why the recent higher education literature has been largely ignored. For example, the extensive scholarship of Arthur Chickering on adult learning and development has clear relevance for curricular content, curricular practices, and student learning. Yet this line of research, broadly defined to include the work of William Perry and David Kolb, has been given scant attention. In the same vein, course readings give little attention to recent journal articles, such as those by William Toombs and Anne Pratt on curriculum design. Moreover, the work of Maxine Green, William Pinar, and Elliot Eisener (among many others) on secondary-school curriculum has not been used as a springboard to enrich discussion of higher education curriculum. Useful supplementary readings on curriculum

might be drawn in part from journals not exclusively concerned with higher education, such as the Journal of Curriculum Studies and the Journal of Curriculum Theorizing.

Secondly, there are a number of topics not included in most courses that merit consideration. In addition to learning theory, more attention might be given to relations between the structure of knowledge (including the disciplines) and curriculum development. In this area, the extensive scholarship of Joseph Schwab, Philip Phenix, and Stanley Elam might go a long way toward helping students wrestle with the epistemological issues which surely require consideration in the development of any program of study. Similarly, since few courses consider the management of curriculum, more attention might be given to the administration, staffing, and resource allocation dimensions of curriculum development.

Given the growing interest in making curriculum more responsive to the needs of female and minority students, another topic which might warrant more attention concerns ways of adapting women's and minorities' perspectives to the content and shape of the overall curriculum. Another potential topic concerns the issue of the articulation between secondary schools and colleges and universities as regards curriculum development. Still another topic concerns trends and issues in graduate education. Within the last several years, numerous articles and reports have addressed each of these latter three topics.

In conclusion, there appears to be substantial agreement regarding course readings and major content areas across syllabi on college and university curriculum. Not least because the Carnegie trilogy has already become dated and ASHE has recently introduced a new reader

on academic programs, it may be a propitious time for many of us (author included) to reexamine our courses on curriculum. In a preliminary way, this brief essay has identified several topics and considerations that might help to inform the design of courses on college and university curriculum.

CURRICULUM IN HIGHER EDUCATION

A Syllabus for H. Ed. 620

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A Syllabus for Higher Education 620

CURRICULUM IN HIGHER EDUCATION

THE NATURE OF THE COURSE

I. FOREWARD

The information in this syllabus has been prepared to help you with your work in the course Curriculum in Higher Education. As the course develops, you may note points at which the syllabus might be improved. You may detect errors, feel certain materials should be deleted, find other materials which should be added, or see ways in which materials can be better organized. Please feel free to make suggestions--by a note, word after class, or a conference--to the instructor. Your assistance will be much appreciated.

Our experiences as we explore curriculum theory, policies, practices, and problems in American high education should prove to be mutually rewarding. In order to achieve this goal, however, each person will have to participate actively in the course.

II. OBJECTIVES OF THE COURSE

1. To become familiar with the literature dealing with the college curriculum and identify fruitful research topics.

2. To analyze the college curriculum from various historical and philosophical perspectives.

3. To analyze and evaluate curricular arrangements using alternative models or theoretical frameworks.

4. To develop some analytical tools for approaching the study of curriculum.

5. To gain insight into basic issues regarding curriculum and the role of research in reaching sound judgments relating to these issues.

6. To develop skill in formulating, developing, and improving curricula and in appraising (evaluating) curricular effectiveness.

7. To become acquainted with the variation that exists among institutions of higher education in their curricula.

8. To understand recent trends and developments in the content and structure of undergraduate and graduate education.

9. To become knowledgeable about recent trends, innovations, issues, and agendas in the areas of liberal and general education, major or concentration, graduate, and professional education.

10. To become acquainted with the various factors that should be considered in developing curricula: structure of knowledge, learning, students, educational goals, and so on.

11. To understand the dynamics of curriculum change and strategies for realizing change.

12. To understand approaches to evaluating and implementing curriculum changes.

III. PERSONS THIS COURSE IS DESIGNED TO SERVE

a. Present and prospective college teachers who wish to increase their understanding of curriculum design and analysis, policies, practices, and problems.

b. Administrators--including presidents, academic deans, and department heads--who have responsibilities for the college curriculum whether they have teaching responsibilities per se.

c. College personnel in service areas, such as student personnel workers, librarians, institutional research workers, and specialists in other areas of research and testing.

d. Educators from other areas of the institution, from other levels of education, or from other countries who wish to gain perspective on American college curricula.

IV. GENERAL PLAN FOR THE COURSE

Reading. One of the major objectives of the course is to stimulate interest in the literature concerning curriculum in higher education and to assist students in becoming well acquainted with that literature. Thus, your first assignment is to read as widely as possible in the literature on the curriculum.

No single volume treats adequately all the topics considered in this course, but the following publications will be used extensively:

Conrad, Clifton F. (editor). ASHE Reader on Academic Programs in Colleges and Universities. Lexington, Massachusetts: Ginn, 1985.

Bergquist, William H., Gould, Ronald A., and Greenberg, Elinor Miller. Designing Undergraduate Education. San Francisco: Jossey-Bass, 1981.

Conrad, Clifton F., and Wilson, Richard F. Academic Program Review. Washington, D.C.: ASHE/ERIC Research Report, 1986.

In addition, you should become familiar with the following publications:

Conrad, Clifton F. The Undergraduate Curriculum: A Guide to Innovation and Reform. Boulder, Colorado: Westview, 1978.

Conrad, Clifton F., and Wyer, Jean C. Liberal Education in Transition. Washington, D.C.: AAHE/ERIC Research Report No. 3, 1980.

Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978.

Missions of the College Curriculum. A Commentary of the Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1977.

Rudolph, Frederick. Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey-Bass, 1977.

Course Procedures. This course is a seminar in which students will assume major responsibility for participating in and guiding class discussion. Specific readings are assigned for most class sessions. These reading assignments are accompanied by discussion questions (including essay questions) which should be prepared by students in advance to encourage active participation in class discussions. For each class session, students should be prepared to identify and discuss the key issues in the required reading.

Evaluation. In addition to class participation, students will be evaluated on the basis of three criteria: (1) a final examination, (2) a scholarly paper, and (3) a class presentation of the scholarly paper. Please Note: the topic for the scholarly paper must be approved by the instructor.

For evaluation purposes, the four criteria will be weighted as follows:

Class Participation: 20%
Final Examination: 30%
Scholarly Paper: 30%
Class Presentation of Scholarly Paper: 20%

It is expected that students will write their papers on a variety of topics, subject only to the approval of the instructor. For example, one might write a "state-of-the-art" paper reviewing pertinent literature and establishing a set of priority research questions in the area of curriculum. Alternatively, one might do a curriculum analysis of a certain type of nontraditional curricula.

V. ORGANIZATION OF THE COURSE

Introduction: Frames of Reference

I. External and Internal Influences
II. Toward a Definition of Curriculum
III. An Overview of the Literature on Curriculum

Part One: Historical and Philosophical Perspectives

IV. Historical Perspectives
V. Philosophical Perspectives

Part Two: Contemporary Viewpoints: Current Practices and Agendas in Undergraduate Education

VI. Overview of Basic Components (Electives, Major/Concentration, and General Education) and Major Subject Fields (Humanities, Arts, Natural Sciences, and Social Sciences)
VII. Liberal and General Education
  A. History of General and Liberal Education
  B. Philosophy and Meaning of General and Liberal Education
  C. Trends, Innovations, and Agendas
VIII. Major or Concentration
IX. Reforms and Innovations
X. Agendas: Three Reports on Undergraduate Education

Part Three: Contemporary Viewpoints: Current Practices and Agendas in Graduate and Professional Education

XI. Graduate Education
XII. Professional Education

Part Four: Developing and Implementing Academic Programs

XIII. Curriculum Design and Analysis
  A. Models of Curriculum Design and Analysis
  B. Principles, Problems, and Issues in Curriculum Design and Analysis
XIV. Curriculum Change
XV. Program Evaluation

INTRODUCTION: FRAMES OF REFERENCE

I. EXTERNAL AND INTERNAL INFLUENCES

Required Reading:
None

Recommended Reading:
Missions of the College Curriculum. A Commentary of the Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1977, pp. 29-65. (Note: the following diagram is adapted from Missions, pp. 29-65.)

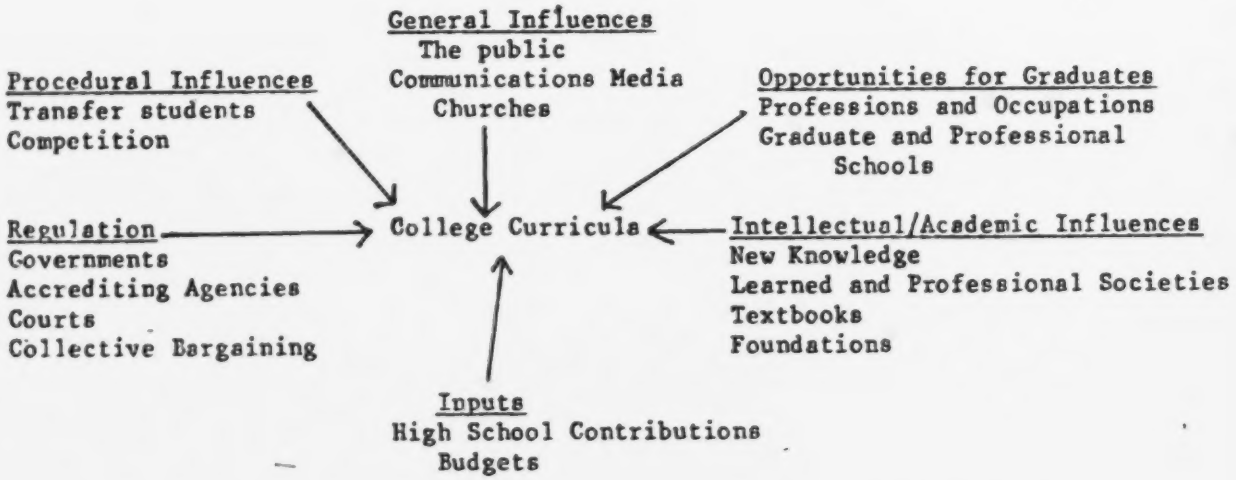

Figure 1. External Influences on the Undergraduate Curriculum

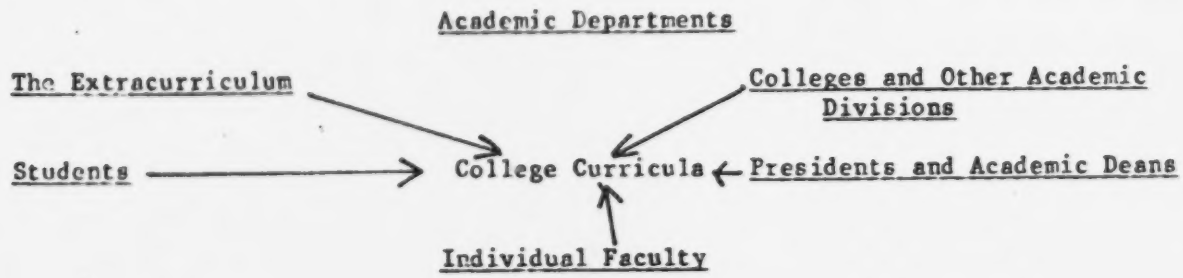

Figure 2. Internal Influences on the Undergraduate Curriculum

Questions for Discussion:

1. Is there a movement toward curricular diversity in higher education?
2. What are the major external forces shaping the college curriculum? In what ways do these forces shape undergraduate and graduate education?
3. What internal forces, in what ways, shape higher education curricula?
4. Which of these forces, if any, may re-shape higher education curricula in the next decade? Is there likely to be more or less diversity in curricula as we approach 2000?

II. TOWARD A DEFINITION OF CURRICULUM

Required Reading:

Rudolph, Frederick. "Frames of Reference." In Rudolph, Frederick, Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey-Bass, pp. 1-24.

Questions for Discussion:

1. What is curriculum?
2. What are the major historical forces that have shaped college and university curriculum?

III. AN OVERVIEW OF THE LITERATURE ON CURRICULUM

Required Reading:

Conrad, Clifton, and Pratt, Anne. "Research on Academic Programs: An Inquiry into an Emerging Field." In J. C. Smart (ed.), Higher Education: A Handbook of Theory and Research (Vol. 2), 1986.

Questions for Discussion:

1. As a body of research, critique the literature on curriculum.
2. Identify at least three researchable problems in the area of curriculum.

Note: Listed below are the studies identified in the chapter by Conrad and Pratt.

Six Threads of Research

1. Case Studies of Innovation

   A. Brief Descriptive Portraits
      - Brick and McGrath (1969)
      - Heiss (1973)
      - Levine and Weingart (1973)
      - Bergquist, Gould, and Greenberg (1981)
      - Conrad (1978)
      - Levine (1978)

B. Portraits: Liberal/General Education
   Conrad and Wyer (1980)
   Fitzgerald (1981)
   Gaff (1983)

C. Quantitative-Based Description
   Lehmann and Ristuben (1983)
   Bush (1979)

D. In-Depth Studies: Historical/Sociological Approaches
   Bell (1968)
   Belknap and Kuhns (1977)

E. Qualitative (Ethnographic)
   Riesman, Gusfield, and Gamson (1971)
   Grant and Riesman (1977)
   Grant and Associates (1978)

2. Histories

A. Traditional Histories of Higher Education
   Rudolph (1962)
   Veysey (1965)
   Brubacher and Rudy (1976)
   Handlin and Handlin (1970)
   Thelin (1982)

B. Revisionist Histories of Higher Education
   Potts (1981)
   Burke (1982)
   Blackburn and Conrad (1985)

C. Histories of Curriculum
   Butts (1939)
   Rudy (1960)
   Rudolph (1977)
   Oleson and Voss (1979)
   Sloan (1971)

D. Histories of General/Liberal Education
   Thomas (1962)
   Wegener (1978)
   LeBlanc (1980)
   Koch (1981)
   Kimball (1981)

3. Academic Change

A. Review of the Literature on Change
   Conrad (1980)
   Dill and Friedman (1979)
   Lindquist (1978)

Nordvall (1982)
Parker (1980)

B. Major Studies of Academic Change
Hefferlin (1969)
Ladd (1970)
Lindquist (1978)
Levine (1980)
Newcombe and Conrad (1981)

C. Representative Studies in General Education
Conrad (1978)
Ighodaro (1980)
Gaff (1980)
Manns and March (1978)
Pratt (1984)

D. Representative Studies on Community Colleges
Allan (1979)
Chiaro (1984)
Drum (1979)
Roark (1985)
Zoglin (1981)

E. Frameworks for Studying Change
Dill and Friedman (1979)

4. Descriptive Studies

A. Trends in Undergraduate Requirements: Catalog Studies
Dressel and DeLisle (1969)
Blackburn et al. (1976)
Carnegie Catalog Study (1975)
Carnegie Catalog Study (1980)

B. Trends in Student Course-Taking Behavior: Transcript Analysis
Blackburn et al. (1976) (Phase II)
Beeken (1982)
Mapp (1980)
Grace (1984)

C. Trends: Qualitative Analysis
Conrad and Wyer (1980)
Conrad (1983)
Gaff (1983)
Gamson and Associates (1984)

5. Studies of Outcomes

A. Reviews of the Literature on Outcomes
Feldman and Newcomb (1969)
Bowen (1977)
Pace (1979)

B. Major Research on College Outcomes
   Astin (1977)
   Winter, McClelland, and Stewart (1981)

C. Studies Relating Curriculum to Outcomes
   Chickering (1969)
   Hendel (1977)
   Berson (1979)
   Baird (1977)
   Forest and Steele (1978)

D. Curriculum and Learning: Developmental Studies
   Perry (1968)
   Heath (1968)

E. Curriculum and Learning: Faculty and Student Interaction
   Pascarella and Terenzini (1976)
   Pascarella and Terenzini (1978)

F. Curriculum and Learning: Student Effort
   Pace (1980, 1982, 1984)
   Friedlander (1980, 1980, 1980)
   Shaver (1979)
   Lara (1981)
   Porter (1983)

6. Conceptual Frameworks

A. Models in General/Liberal Education
   Vars (1982)
   Hursh, Haas, and Moore (1983)
   Myers (1980)
   Bucci (1981)
   Toombs (1977-1978)
   Conrad and Wyer (1980)

B. Generic Curriculum Models
   Axelrod (1968)
   Dressel (1971)
   Mayhew and Ford (1971)
   Bergquist (1977)
   Conrad (1978)
   Dressel (1980)
   Bergquist et al. (1981)
   Conrad and Pratt (1983)

PART ONE: HISTORICAL AND PHILOSOPHICAL PERSPECTIVES

IV. HISTORICAL PERSPECTIVES

Required Reading:

Sloan, Douglas. "Harmony, Chaos, and Consensus: The American College Curriculum." Teachers College Record 73 (1971), pp. 221-251.

Veysey, Laurence. "Stability and Experiment in the American Undergraduate Curriculum." In Kaysen, C. (ed.), Content and Context: Essays on College Education. New York: McGraw-Hill, 1973, pp. 1-63.

Recommended Reading:

Rudolph, Frederick. Curriculum: A History of the American Undergraduate Course of Study Since 1636. San Francisco: Jossey-Bass, 1977.

Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978, pp. 329-417, 484-515, 538-628.

Questions for Discussion:

1. What was the origin and nature of the "seven liberal arts" curriculum?
2. Discuss the impact of the Renaissance, the Reformation, and the Enlightenment on the curricular development of the American college and university.
3. How did the great English and Scottish universities influence college programs in this country?
4. Identify the major attempts to modify the curriculum during the late eighteenth and first half of the nineteenth century. Who were the late reformers? What were they trying to accomplish? How successful were they? Why or why not?
5. How did the German university influence the development of college and university curricula during the latter part of the nineteenth century?
6. What social-political-economic-educational forces brought about the curriculum reforms of the late nineteenth century?
7. What were the major reforms in graduate and undergraduate education during the latter part of the nineteenth century?
8. What were the major features of the "typical" undergraduate curriculum by the end of the nineteenth century?
9. Discuss the development of graduate education in the United States with particular reference to the establishment of Johns Hopkins University. Can it be said that Johns Hopkins set the pattern for the development of graduate education in the United States? What features, if any, were carried over into other graduate programs? Why did it have this impact?
10. Trace the development of professional education in higher education during the nineteenth and twentieth centuries.
11. Trace the evolution of the community college in terms of curricular development.
12. As you review the major developments in curricula during this century, what themes or common patterns seem to cut across many of the innovations? What have been the major curricular innovations in the twentieth century?

13. Do most of the recent innovations (twentieth century) in curriculum represent "new" curricular approaches, or are they basically older practices cloaked in a more modern garb?
14. Colleges and universities often have been regarded as monolithic institutions with similar historical roots. Trace the historical evolution of the following five types of colleges and universities and comment on the similarities and differences in their curricular evolution: (a) land-grant universities; (b) state colleges and regional universities; (c) community colleges; (d) elite private institutions; and (e) private liberal arts colleges.

Essay Questions:

1. Change and Innovation in the American Undergraduate Curriculum: From Harvard to the Present

The following quotation is taken from William DeVane's Higher Education in Twentieth-Century America:

> It is characteristics of the country that supports our heterogeneous educational establishment, so diverse in size, structure, purpose, and quality, that no strong national organization has ever been created to regulate or standardize it, or even to advise it with authority. Contrary to the European practice, our government has never had a minister of education. . . . In spite of the recommendations of several early presidents of the country, Washington and Jefferson among them, no national university was ever established, and to this day the city of Washington is not the educational center that some of our large cities are. Control of higher education has been left to local, private or state initiative. In this climate of laissez faire, there has been a "wild, uncontrolled, and uncritical expansion," shocking to the Europeans but truly in the American grain.

Write an essay on "Change and Innovation in the American Undergraduate Curriculum: From Harvard to the Present." Begin your essay by stating whether there has been "wild, uncontrolled, and uncritical expansion" in the undergraduate curriculum from the 1636 founding of Harvard College to the present. Then go on to write an essay in which you argue either for or against the proposition that change and innovation have characterized the development of the undergraduate curriculum since 1636. State your main thesis and go on to support it. Devote roughly two-thirds of your essay to the period from 1636 to the 1960s, spending the remaining one-third on recent developments in college curricula. Be sure to support your thesis with reference to pertinent historical evidence as well as the current literature on undergraduate education.

2. Persistence and Change in College and University Curricula: From 1636 to the Present

In the volume, The Development and Scope of Higher Education in the United States, C. DeWitt Hardy comments upon the development of American higher education:

> From the preceding historical description it is clear that American Higher Education has fitted its programs (curricula) to the changing American environment, while following at the same time an essentially unchanging purpose. It has in every age reflected the needs of the age, but it has also carried down through its history a tradition of liberal learning that sets it apart from other kinds of learning.

Write an essay on "Persistence and Change in College and University Curricula: From 1636 to the Present." In your essay, respond to both of the points raised by Hardy (as well as a question that his quotation raises) by addressing three major questions: (1) In what sense, if any, has there been an "essentially unchanging purpose" in American higher education (in terms of the curriculum) across the last three and one-half centuries? Do you agree with Hardy that the "essentially unchanging purpose is a . . . tradition of liberal learning?"; (2) In what sense, if any, has American higher education "fitted its programs (curriculum) to the changing American environment" over the same period?; (3) In light of your analysis of the first two questions and the relative weight you have assigned to the themes of persistence and change, what are the consequences of persistence and change for the current condition of the undergraduate curriculum? That is, how have curricular persistence and change affected the contemporary curriculum? (For example, has one or both led to curricular continuity, revitalization, and integration or chaos, confusion, and disarray?) In any event, develop your own thesis and support it.

In your essay, draw upon your knowledge of college and university curriculum from 1636 through the 1980s, referring to specific periods and developments to support your response. Devote approximately two-thirds of your essay to the period from 1636 to the 1960s; the remaining one-third should be concerned with curricular development (persistence and change) in the late 1960s, 1970s, and 1980s. In developing your essay, you should refer (where appropriate) to pertinent developments, trends, innovations, models of undergraduate education (including liberal education), and major curricular concepts which provide support for your major theses regarding persistence, change, and the consequences of both for the current condition of the undergraduate curriculum.

3. A Cyclical View of Curriculum Development: From Harvard to Recent Developments in College and University Curricula

Along with many other scholars, Oswald Spengler and Arnold Toynbee sought to explain history in terms of "cycles." While their theories of history have not enjoyed widespread support among historians in the last 40 years, many scholars--at least in private conversation--agree that there is more than a grain of truth in their philosophy of history.

As you look at the history of curriculum in American higher education, do you agree or disagree with the statement that much of what has happened and is now happening in college and university curricula has an earlier precedent--or has seemed to have happened before? Go on to write an essay in which you build a case either "for" or "against" a cyclical view of curricular development in American higher education. Base your essay on the use of historical and contemporary materials--including names, events, dates, and curricular developments--from the founding of Harvard in 1636 to the innovations and reforms of the 1970s and 1980s.

There is no "right" or "wrong" answer to this question. The intent is to encourage you to recognize and build upon the uses and/or limitations of historical analogy through applying your knowledge of curriculum. Support your essay with references to the appropriate higher education literature, including scholars in the field.

TABLE 1 OVERVIEW OF WESTERN CULTURE AND THE HIGHER LEARNING: MEDIEVAL CURR. AND HUMAN./REASON → SCIENCE

DATE	EVENT	SIGNIFICANCE	EUROPEAN CURRICULUM	COLONIAL CURRICULUM
1066-1500	Medieval Period	*Christian theological unity - Scholasticism - Theology	*7 lib. arts, with emphasis on trivium (logic). Knowledge is speculative, emphasis on philosophical/theological and not empirical.	"The curriculum of the early American college reflected the Renaissance combination of the medieval curriculum and the humanistic attention to the ancient classics set in the context of Christian morality."
12th C.	Italian Renaissance	Re-introduced knowledge and learning of classical culture. *Beginning of secularism.	Still medieval curriculum based on trivium and quadrivium, but Greek and Hebrew added to.	Curriculum = logic, rhetoric, and natural, mental, and moral philosophy in tandem with Latin, Greek, Hebrew, and through these languages an an exposure to ancients like Plutarch, Cicero, Pluto, and Aristotle.
14th & 15th C.	Renaissance	*Secular/Humanism *Classical Culture	Humanists hold chairs of grammar, rhetoric, and moral philosophy. Humanists support secular interpretations of the nature of man and knowledge via the ancients--→ Greece-Roman civilization.	
16th C.	Reformation	Protestantism → Need for Education: All must read Bible plus need for officials--clerical and lay--with academic education.		Moral Purpose En Loco Purentis
17th & 18th C.	Enlightenment Bacon-Newton-Locke	Reaction against traditional authority of Christian Revelation, Aristotelian philosophy, and Greek and Roman classics. Science/Secularism: TRUTH lies within the powers of observation and human reason. *The Enlightenment paved the way for an acceptance of scientific knowledge, though it never broke with the basic tenets of Christianity: religion and science could be reconciled--from Locke to the Scottish philosophers.		Science gradually incorporated, 18th C. Colonial college. First, mathematics.
				→ Science: agriculture, industry.
19th C.	Darwin (1859) → Science (and broke this down ↑ --irrevocably)			
Late 19th C.	German U. → Science			

By 1850s

Christian Values — Quad-Triv. — Classical Studies and Humanism

V. PHILOSOPHICAL PERSPECTIVES

Required Reading:

"The Yale Report of 1828." In Hofstadter, Richard, and Smith, Wilson (eds.), American Higher Education: A Documentary History, Vol. I. Chicago: University of Chicago Press, 1961, pp. 275-288.

Dewey, John. "Traditional vs. Progressive Education" (chapter 1) and "The Need of a Theory of Experience" (chapter 2). In Dewey, J., Experience and Education. New York: MacMillan, 1938, pp. 17-31.

Hutchins, Robert M. "General Education." In Hutchins, Robert M., The Higher Learning in America. New Haven, Connecticut: Yale University Press, 1936, pp. 59-87.

Recommended Reading:

Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978, pp. 250-328.

Bouwsma, William J. "Models of the Educated Man." The American Scholar 44 (1975), pp. 195-212.

Kerr, Clark. Uses of the University. New York: Harper and Row, 1966.

Whitehead, Alfred N. The Aims of Education and Other Essays. New York: The Free Press, 1969 (original work published in 1929).

Newman, John H. The Idea of a University. Garden City, New York: Image Books, 1959 (original work published in 1929).

Wolff, Robert P. The Ideal of the University. Boston: Beacon Press, 1969.

Veblen, Thorstein. The Higher Learning in America. New York: Hill and Wang, 1968 (original work published in 1918).

Questions for Discussion:

1. Identify the recognized authorities who have contributed significantly to shaping the philosophy of American higher education. Summarize and compare the contribution each has made and the impact the work each has had on the development of higher education in this country.
2. Identify and discuss the major philosophical cleavages (in the twentieth century) regarding the purposes and aims of higher education. (Note: the Dewey-Hutchins debates of the late 1930s should not be overlooked.) To what extent have the major philosophers differed over such issues as: (1) the subjects that should be taught; (2) the role of professional education in undergraduate and graduate education; and (3) breadth and depth.
3. Read this quotation:

> Now wisdom and goodness are the aim of higher education. How can it be otherwise? Wisdom and goodness are the end of human life. If you dispute this, you are at once entering upon a metaphysical controversy; for you are disputing about the nature of being and the nature of man. This is as it should be. How can we consider man's destiny unless we ask what he is? How can we talk about preparing men for life unless we

> ask what the end of life may be? At the base of education, as at the base of every human activity, lies metaphysics (Hutchins in Margolis, The Aims of Education, p. 21).

Discuss the aims of higher education. To what extent should institutions of higher education be concerned with "goodness" and "wisdom?" How have other writers formulated the individual and social aims of higher education? Would you develop distinct and different sets of aims for universities, liberal arts colleges, and community colleges? Is there a common set of aims which all institutions of higher education should share?

4. In 1828 the authors of the Yale Report wrote:

> The two great points to be gained in intellectual culture are the discipline and furniture of the mind: expanding its powers and storing it with knowledge.

Appraise that statement from the vantage point of the late twentieth century. What is known today about the learning process which bears upon the Yale Report? Does the report still represent an articulate defense of the liberal tradition?

PART TWO: CONTEMPORARY VIEWPOINTS: CURRENT PRACTICES AND AGENDAS IN UNDERGRADUATE EDUCATION

VI. OVERVIEW OF BASIC COMPONENTS (ELECTIVES, MAJOR/CONCENTRATION, AND GENERAL EDUCATION) AND MAJOR SUBJECT FIELDS (HUMANITIES, ARTS, NATURAL SCIENCES, AND SOCIAL SCIENCES)

Required Reading:

Carnegie Foundation for the Advancement of Teaching. "Components of the Curriculum." In Missions of the College Curriculum: A Contemporary Review With Suggestions. San Francisco: Jossey-Bass, 1977, pp. 100-127.

Roemer, Robert E. "Vocationalism in Higher Education: Explanations from Social Theory." Review of Higher Education 4 (1981), pp. 23-46.

Recommended Reading:

Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978, pp. 128-149.

Questions for Discussion:

1. What are the basic components of the undergraduate curriculum? Across colleges and universities, what is each component's share of the undergraduate curriculum?
2. The major institutional components within the rubric of higher education are universities, comprehensive colleges and universities, liberal arts colleges, and community colleges. (a) Identify the differences between them in terms of their curricula; (b) Identify the similarities among the same in terms of curricula; and (c) Briefly describe how each seeks to use its curricula to achieve institutional objectives.
3. Would you say that there is now less or more institutional diversity in terms of curricula than in the late 1960s? Is there as much curricular diversity in higher education as is often argued?

Humanities

1. How have the humanities fared in recent years?
2. Which disciplines in the humanities have best and worst in recent years?
3. Make a case for the importance of the humanities in undergraduate education.
4. Recalling C. P. Snow's "two cultures" (science and humanities), would you say that there is still a bifurcation in the undergraduate curriculum between the sciences and the humanities? How might the sciences and humanities be brought closer together in the undergraduate curriculum?

Social Sciences

1. How have the social sciences fared in recent years?
2. Provide a rationale for the importance of the social sciences in the undergraduate curriculum.

Sciences

1. How have the sciences fared in recent years?
2. Provide a rationale for the centrality of the sciences in undergraduate education.

Arts

1. What fields are included in the arts?
2. The number of arts majors has grown somewhat in recent years, yet the arts have not become an important component in most general education programs. How do you account for this? Can you provide a rationale for the arts as a component of general education programs?

Overall Question:

1. Choose one of the four subject field areas and be prepared to defend its relative importance in any program which purports to turn out "educated men and women." Why is the subject field area you have selected more important that the other three areas? Be prepared to defend your position in class.

VII. LIBERAL AND GENERAL EDUCATION

A. History of General and Liberal Education

Required Reading:

Conrad, Clifton F., and Wyer, Jean C. Liberal Education in Transition. Washington, D.C.: AAHE/ERIC Research Report No. 3, 1980, pp. 1-18.

Recommended Reading:

Kimball, Bruce. Orators and Philosophers. New York: Teachers College Press, 1985.

Butts, R. Freeman. The College Charts Its Course. New York: McGraw-Hill, 1939.

Thomas, Russell. The Search for a Common Learning: General Education, 1800-1960. New York: McGraw-Hill, 1962.

Bell, Daniel. The Reforming of General Education: The Columbia College Experience in Its National Setting. New York: Columbia University Press, 1966.

Questions for Discussion:

1. Trace the evolution of liberal education in America. What are its origins and patterns of development? How has the liberal curriculum changed in the last two hundred years?
2. Give several examples of institutions which have kept their general education programs viable for a long period. What policies, practices, and procedures have been used to keep these programs alive, active, and viable?
3. Trace the history of general education in the twentieth century. Where did the major reforms take place? Identify the similarities and differences in approaches used to build programs of general education.

4. What socio-educational forces brought the general education movement into being? Are the same forces operative today?
5. What characteristics or features of American colleges and universities tend to support liberal/general education? What characteristics tend to undermine liberal education?

B. Philosophy and Meaning of General and Liberal Education

Required Reading:
Murchland, Bernard. "Reviving the Connected View." Commonweal 106, (1979), pp. 42-48.

Recommended Reading:
Wegener, Charles. Liberal Education and the Modern University. Chicago: University of Chicago Press, 1978.

Questions for Discussion:
1. Trace the concept of the liberal arts (liberal education) from Cappella to the present. What are the key components of liberal education? Has it meant different things to different people at different times? What does it mean to be a liberally educated person in the last part of the twentieth century? Refer to various commentators, such as Newman, Hutchins, and Whitehead.
2. In the introduction to the Anchor edition of The Reforming of General Education (1968), Daniel Bell wrote:

> The bone structure of the liberal arts college has been the idea of general education. This has not necessarily been a commitment to cross-disciplinary or integrative courses which provide a number of diverse subjects or problems, though often, as at Columbia, Chicago, and Harvard, such was indeed the case. It has been, as a minimum, some commitment to a coherent arrangement or statement of curriculum, which was intellectually defensible within the aims of a liberalizing education. This has meant, in practice, that the college has stipulated some courses, or sequences of courses, which students were required to take outside of any specializations. (p. xxiii).

The philosophical rationale for general education programs differs from program to program. The program may assume (a) a common cultural heritage, (b) a commonality of human experience, or (c) a common body of knowledge with which the "educated" person should be familiar. Some have argued that these assumptions can no longer be made and that general education faces a crisis today, largely because it can no longer be justified. Develop a cogent, intellectually defensible argument on behalf of general education. Do not outline a proposed program; rather, develop a rational argument for instituting such a program.
3. Define liberal education. Is liberal education the same as general education? Can vocational and professional studies be liberal?

Overriding Curricular Questions

1. What knowledge is most important to a liberal/general education? Why? How should knowlege be structured in building a program of liberal education?
2. How should cognitive skills (and qualities-of-mind) be attended to in the overall curriculum (including general education)?
3. Assuming that ethical/moral/values development is an important part of a liberal education, how can colleges design curricula that place emphasis on values development?

C. Trends, Innovations, and Agendas

Required Reading:

Conrad, Clifton F., and Wyer, Jean C. Liberal Education in Transition. Washington, D.C.: AAHE/ERIC Research Report No. 3, 1980, pp. 23-35.

Gaff, Jerry G. "Emerging Curricular Patterns." In Gaff, J. G., General Education Today. San Francisco: Jossey-Bass, 1983, pp. 76-106.

Schmitz, Betty, and Williams, Anne S. "Seeking Women's Equity Through Curricular Reform." Journal of Higher Education 54 (1983), pp. 556-565.

Gamson, Zelda, and Nichols, John. "Modifying Course Content to Encourage Critical Awareness." In Gamson, Zelda and Associates, Liberating Education. San Francisco: Jossey-Bass, 1984, pp. 113-129.

Questions for Discussion:

1. In recent years the debate over liberal education often has focused on core curricula. Give examples of core curricula. Identify some of the major ways that core curricula are being organized. Do you think that many of these innovations in core curricula are leading to the revitalization of liberal education? What are some of their strengths and weaknesses?
2. Identify and critique some of the new interdisciplinary approaches to general education. What are some of the emerging interdisciplinary patterns? What are some of their advantages and disadvantages?
3. A number of institutions have tried to fuse liberal education and competency-based programs. How successful have they been? Are these programs compatible with the goals of liberal education?
4. In their monograph, Conrad and Wyer (pp. 25-35) have attempted to identify some of the major trends in liberal/general education. What are some of the major trends in liberal education? Critique the Conrad/Wyer analysis of trends.
5. Debate Question: The most bewildering--and probably unprecedented --innovation in liberal education during the past decade serves only to mask a fundamental truth: liberal education is a dying tradition. Agree or disagree? Support your answer.
6. Harvard University has often been a bellwether in terms of curricular change throughout higher education. In the late 1970s, the Harvard faculty voted to accept a new core curriculum--the first reforms at Harvard since the late 1940s. What were the reforms? Would you characterize them as innovative? Why or why not? How influential have they been?

7. If you believe the popular press, it would appear that liberal arts colleges and the schools of arts and sciences in universities are in dire straits.
   a. Trace what you consider to be the major developments in liberal education during the last decade.
   b. If indeed there has been a flight from the liberal arts, what are the causes?
   c. How would you strive to re-establish the liberal arts and plan for another "Golden Age" in the remaining years of this century?
8. Organizing Programs of Liberal/General Education

   At this juncture in the course, you have developed a reasonably coherent philosophy of liberal and general education. Moreover, you have reflected on paradigmatic issues, confronted some major overriding curricular questions (for example, what knowledge is most important), and become more aware of recent trends and innovations in liberal and general education. You are ready to move from the abstract to the more concrete. Based upon your reading and reflection, respond to the following question:

   Choose an institutional type (community college, liberal arts college, state college or university, research university) and:

   (a) Describe how you would design the overall curriculum (except for general education) so that liberal education pervaded the entire undergraduate experience. Be concrete.

   (b) Describe how you would design the program of general education.
      (1) Provide a definition of general education that is likely to be acceptable to that kind and level of institution.
      (2) Describe at least four approaches to general education which might be found in institutions of that type.
      (3) Point out a minimum of two advantages and two disadvantages of each of these four approaches for this type of institution.
      (4) Briefly outline your proposals for a general education program for the type of institution you have selected that tends to avoid the disadvantages mentioned above. Describe the main features of the program. How will your program be organized?

Essay Questions:

1. Liberal Education: A Dying Tradition?

   For over a decade, it has been argued that the liberal arts no longer liberate, that indeed the liberal tradition itself is either dying or dead. Partly in response to this issue, a large number of postsecondary institutions have reexamined their undergraduate programs and, in a number of cases, major reforms and innovations have been implemented in programs of general/liberal education.

   In this essay you should address one overall question: in light of the flurry of academic innovation in undergraduate education during the past decade, would you conclude that liberal education is a dying tradition? Why or why not? If not, provide an alternative interpretation (for example, it is being "revitalized") and defend it.

In developing and supporting your thesis, you may find it helpful to sketch your conception of liberal education (define the tradition/meaning of liberal education) and identify what is significant and important in the recent innovations and trends in liberal education. In any event, be sure to organize your response around the central question presented above. Where applicable, support your response with appropriate references to the pertinent higher education literature.

2. A Rebirth of General/Liberal Education

Most discussions of the undergraduate curriculum focus on those courses or experiences which every educated person should have. In responding to this question, assume that general education and liberal education are synonymous. Read carefully the following statement by Judson Jerome in his book Culture Out of Anarchy:

> I view liberal education specifically as that which cannot be contained in any prescribed curriculum, which is divorced from immediate application (except the private one of personal searching). I believe we are due for a rebirth of liberal education conceived of in this fashion. Vocational training or applied education may be increasing(ly) irrelevant--so rapidly does the technology change and professional knowledge advance. Moreover, we may be entering a period in which earning a living will no longer be a social norm. . . . Education which associates a person's whole dignity and stake in life with his ability to hold a job may be psychically dysfunctional. . . . We may be already experiencing more breakdown in mental health because people are not educated to use their leisure and because they have been educated to fit into the working world.

In the light of current developments in American higher education, critically assess Judson Jerome's position that we are ready to experience a rebirth of liberal education. Then, whether you agree with his basic position or not, design a general/liberal education program that would prepare students to live in the kind of world he describes. Where appropriate, draw on examples of curricular innovations in the higher education literature and cite authorities (scholars) of higher education curriculum.

VIII. MAJOR OR CONCENTRATION

Required Reading:

Levine, Arthur. "The Major or Concentration." In Levine, Arthur, Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978, pp. 28-53.

Recommended Reading:

Conrad, Clifton F. The Undergraduate Curriculum: A Guide to Innovation and Reform. Boulder, Colorado: Westview, 1978, pp. 89-123.

Levine, Arthur. Handbook on Undergraduate Curriculum. San Francisco: Jossey-Bass, 1978, pp. 28-53.

Missions of the College Curriculum. A Commentary of the Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1977, pp. 113-119, 186-199.

Questions for Discussion:

1. Describe the origins of the major in undergraduate education.
2. Discuss the state of the major or concentration in terms of (1) the amount of work required in the major; (2) the differences in the amount of work required in major subject field areas (e.g., humanities, social sciences, business and education); (3) the variety and number of majors; and (4) the most popular and least popular majors. Make comparisons across institutional types.
3. Based on recent research, has the major become more or less important in undergraduate education. Why or why not?
4. Discuss the following variations of the traditional major: interdisciplinary majors, student-designed majors, and double-majors. How popular are each of these majors? What are some of the major strengths and weaknesses of each? Give examples of each type of major.
5. Concentration in the professions has become a dominant feature of the undergraduate curriculum. Is undergraduate concentration in the professions likely to increase in the future? As currently conceived and practiced, how consonant is professional education with the broad goals of liberal education? How can there be a better blending of general/liberal education and professional education at the undergraduate level?
6. What should be the purpose or role of the major in undergraduate specialization? Nonpreparatory specialization? Preparatory specialization? Occupational specialization?
7. What are the most valid criticisms of undergraduate concentration as currently structured and practiced in most colleges and universities? What are the most valid criticisms of the traditional major?
8. What is/should be the relationship of concentration in liberal education to career and professional preparation?
9. What criteria should be used for deciding which majors are appropriate in a liberal arts setting?
10. The problem of general/liberal education versus specialized/professional education at the undergraduate level is a real one. What are the arguments for each position? What is your own position on the matter? Why?
11. What changes do you think ought to be made in undergraduate concentration? Are they likely to be accepted?

TABLE 2 BACCALAUREATE DEGREE FIELDS BY SELECTIVITY LEVEL, 1981-82

Selectivity Level (Mean SAT Composite[a] for Entering Freshmen)	Number of Institutions	Percentage of 1981-82 Bachelor's Degrees Awarded in: Engineering	Physical Science and Math	Biological Science	English	History and Political Science	Other Social Science	Arts and Humanities	Education	Business	Other Professional Fields	All Other Fields
1300 or more	13	27.0	13.8	8.2	4.4	11.8	14.5	11.1	0.2	1.6	0.5	6.8
1225-1299	20	19.3	10.7	8.2	7.2	14.0	17.7	11.3	0.1	4.9	1.1	5.5
1150-1224	47	14.7	7.4	6.4	7.0	13.2	18.2	11.3	0.8	6.2	1.4	13.4
1075-1149	77	9.3	6.9	7.7	5.0	8.8	18.3	14.8	2.9	13.5	2.0	10.8
1000-1074	210	7.3	5.0	5.7	3.7	6.4	13.4	13.5	7.4	20.0	5.3	12.3
925-999	277	4.3	3.5	4.6	2.7	4.2	10.4	10.1	12.5	25.2	7.2	15.5
850-924	513	4.4	2.4	3.1	2.2	2.6	8.2	22.2	12.8	22.3	5.5	14.2
775-849	236	2.1	2.8	3.5	2.1	2.6	8.8	12.0	20.6	26.5	4.9	14.1
Below 775	127	4.1	3.6	4.1	1.8	3.4	9.3	7.5	20.3	27.2	3.7	15.1
All Institutions	1,520	5.4	3.7	4.3	2.8	4.3	10.5	15.0	12.7	22.2	5.1	13.8

Note: Percentages may not sum to exactly 100.00 across rows because of rounding errors.

[a] ACT scores have been converted to SAT equivalents (see Astin, Christian, and Henson, 1978).

Source: National Center for Education Statistics and the Higher Education Research Institute.

Note: This table is taken from Alexander W. Astin, Achieving Educational Excellence. San Francisco: Jossey-Bass, 1985, 47.

IX. REFORMS AND INNOVATIONS

Required Reading:

Bergquist, William, Gould, Ronald, and Greenberg, Elinor. Designing Undergraduate Education. San Francisco: Jossey-Bass, 1981, pp. 1-249.

Grant, Gerald, and Reisman, David. "A Modest Proposal: Reflections on the Future of Undergraduate Reform." In Grant, Gerald, and Riesman, David, The Perpetual Dream: Reform and Experiment in the American College. Chicago: University of Chicago Press, 1978, pp. 355-382.

(Note: See Appendix C)

Questions for Discussion:

1. Identify some of the pioneering institutions and pioneering individuals in the area of curriculum innovation and experimentation? What were they trying to accomplish? How successful were they?
2. Some colleges and universities seem to have an atmosphere conducive to innovation. What conditions characterize such institutions?
3. Of the numerous forms which curriculum innovation and experimentation have taken to date, which seems to you to be the most promising? Least promising? Why?
4. Is curriculum innovation and experimentation "paying off"? Is general educational practice being affected by this frontier work? What is the outlook for the future?
5. Select one segment of postsecondary education: community college, four-year liberal arts college, graduate arts and sciences, professional school. (a) Identify and state briefly a typical mission for an institution in that group. (b) Describe some of the major characteristics of the student body that can be anticipated for the 1980s. (c) Suggest curriculum approaches and related instructional designs to meet the two previous conditions (mission and student population).
6. Each item on the list below is a "curriculum innovation" to someone. Describe each one briefly and then identify the benefits expected to flow from it or the criticisms it purports to answer.
   (a) Cluster colleges
   (b) Interim term programs such as the 4-1-4 calendar
   (c) Honors programs
   (d) Student learning contracts
   (e) Independent study
   (f) Cooperative or work-study plans
   (g) Comprehensive examinations
   (h) University college
   (i) Senior seminars
   (j) Upper division college
   (k) Experiential learning programs
   (l) Core curricula
   (m) Interdisciplinary programs
   (n) Experiential learning
   (o) Individualized programs

Essay Questions:

1. Change and Innovation in the American Undergraduate Curriculum: The Last Two Decades

The following quotation is taken from William DeVane's Higher Education in Twentieth Century America:

> It is characteristic of the country that supports our heterogeneous educational establishment, so diverse in size, structure, purpose, and quality, that no strong national organization has ever been created to regulate or standardize it, or even to advise it with authority. Contrary to European practice, our government has never had a minister of education. . . . In spite of the recommendations of several early presidents of the country . . . no national university was ever established, and to this day the city of Washington is not the educational center that some of our large cities are. Control of higher education has been left to local, private or state initiative. In this climate of laissez faire, there has been a "wild, uncontrolled, and uncritical expansion," shocking to the Europeans but truly in the American grain.

Write an essay on "Change and Innovation in the American Undergraduate Curriculum: The Last Two Decades." Divide your essay into two parts, devoting approximately two-thirds to the first part and one-third to the latter part. In the first major part of your essay, make and support the case either for or against the proposition that change and innovation have characterized the development of the undergraduate curriculum in the last two decades. You may, of course, develop an alternative thesis regarding recent changes and innovations. In any event, carefully develop and support your thesis.

In the second part of your essay, develop a secondary thesis in which you develop and support an interpretation of the meaning and significance of recent developments in the undergraduate curriculum. That is, what meaning and significance do you attach to the developments that you have discussed in the first part of your essay? (Put another way, what do recent developments suggest about the current condition of the undergraduate curriculum?) In developing your interpretation, discuss whether or not you think that DeVane's observation that in "our climate of laissez faire, there has been a 'wild uncontrolled, and uncritical expansion'" applies to recent developments in the undergraduate curriculum.

In developing and supporting your major thesis (first part) and secondary thesis (second part), you may find it useful to reflect upon recent developments, trends, innovations, emerging models of undergraduate (including liberal) education, and key curricular concepts--all in relation to your thesis. Support your essay throughout with references to the literature and, where appropriate, cite authorities on the higher education curriculum.

2. The Meaning and Significance of Recent Curriculum Reform: Three Perspectives

Within the last several decades, there has been an almost bewildering amount of curricular innovation in the nation's colleges and universities. Yet the meaning and significance that is attached to both individual curricular changes and the collective reform movement often varies depending on the perspective of the observer. For example, the parents of many college-bound students may view some reforms (such as competency-based curricula) as revitalizing undergraduate education, while state legislators may view those same reforms as sounding the death knell of undergraduate education.

Taking a contingency view (that is, it depends on your point-of-view) of the recent reform movement, write an essay in which you examine the meaning and significance of recent reforms from three perspectives: (1) the perspective of adult students, that is, students older than the traditional college-age cohort; (2) the perspective of defenders of the liberal arts tradition; and (3) your own perspective.

Your essay should be divided into two roughly equal parts. First, present a systematic outline of curricular innovation and reform in higher education over the last several decades. That is, develop your own integrated typology or schema which identifies major developments, trends, and innovations in undergraduate (including general/liberal) education. (Since the remainder of the essay relies heavily on your typology, it is important that you construct a schema which is at once carefully constructed and well-integrated.) You are not to present specific institutional examples of reform in this section to support your typology, but are to concern yourself with the development of a typology.

Second, examine the meaning and significance of the reforms you have outlined in the first part of your essay from the perspective of three separate constituencies: adult students, defenders of the liberal arts, and your own perspective. Discuss how and why each perspective may interpret differently the overall reform movement as well as certain types of reforms. (In this section you may find it useful to refer to specific institutional examples of reform; use where appropriate to support your interpretation.)

Support your essay throughout with appropriate references to the literature.

3. The Effects of Students-As-Consumers on the Modern Undergraduate Curriculum

In On Higher Education, David Riesman argues that during the last decade students-as-consumers have increasingly shaped (either directly or indirectly) the structure, content, and character of American higher education. Simply stated, Riesman argues that many colleges and universities have been making numerous changes

in order to attract and retain students and, further, students have been pressing their demands. Write an essay in which you examine the extent to which Riesman's thesis applies to recent trends, innovations, and developments in college and university curricula. Divide your essay into three parts.

First, make the case for the proposition that students-as-consumers have shaped the modern undergraduate curriculum. In order to build a case, you may want to identify and discuss recent trends, innovations, and developments in college curricula which, in your view, can be linked to (direct) student initiatives or the (indirect) efforts of colleges and universities to attract and retain students.

Second, make the case for the proposition that students-as-consumers have not shaped the modern undergraduate curriculum. In building your case, you may want to refer to recent trends and innovations in the college curriculum and establish that they are not related to students-as-consumers.

Third, on the basis of your examination of Riesman's thesis and its applicability to the modern undergraduate curriculum, reach your own interpretation and defend it. Are you persuaded (and, if so, to what extent) that students-as-consumers have (either directly or indirectly) shaped the character of the modern undergraduate curriculum? What is the basis for your interpretation?

4. Uniformity (or Diversity) in the College Curriculum

It has been observed frequently that one of the great strengths of American higher education is its diversity. In The Academic Revolution, for example, Christopher Jencks and David Riesman observe that in spite of early attempts to develop a national system of higher education, what we managed to develop was "a Balkanized pattern that made even the decentralized and polycentric German approach look orderly and monolithic." On the other hand, one of the Carnegie reports, Institutions in Transition, argues that higher education institutions are becoming more alike: "Taken as a whole, the amount of institutional diversity in American higher education is decreasing."

The case either for uniformity or for diversity in the college curriculum can be made persuasively, depending on the criteria selected and the evidence presented in support of the case. Write an essay in which you choose one of the propositions below (or develop an alternative thesis) as the theme of your essay and support your case.

1. Higher educational institutions are more diverse than similar in their curricula.

2. Higher educational institutions are more similar than diverse in their curricula.

In developing your essay, be sure to think carefully about the criteria that might be used in making your case. It may be helpful to reflect upon recent developments, trends, innovations and models in undergraduate education--as well as key curricular concepts in the higher education literature. In any event, support your thesis with references to the higher education literature about the college curriculum.

X. AGENDAS: THREE REPORTS ON UNDERGRADUATE EDUCATION

Required Reading:

Final Report of the Study Group on the Conditions of Excellence in American Higher Education. Involvement in Learning: Realizing the Potentials of American Higher Education. Washington, D.C.: National Institute of Education (NIE, U.S. Government Printing Office, 1984..

Report of the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees. Integrity in the College Curriculum. Washington, D.C.: Associate of American Colleges, 1985.

Bennett, William J. To Reclaim a Legacy: Text of a Report on Humanities in Education. Washington, D.C.: U.S. Government Printing Office, 1984.

Questions for Discussion:

1. Compare and contrast the three major reports on undergraduate education. At what points do they converge? On what issues do they disagree?

PART THREE: CONTEMPORARY VIEWPOINTS: CURRENT PRACTICES AND AGENDAS IN GRADUATE AND PROFESSIONAL EDUCATION

XI. GRADUATE EDUCATION

Required Reading:
Read a recent article or book chapter on graduate education.

Questions for Discussion:

1. It has been argued that the increasing emphasis on graduate studies has had far-reaching consequences for undergraduate education. In what specific ways have undergraduate curricula and procedures been affected by the stress on graduate studies?
2. Appraise the current situation in graduate education in this country, noting particularly the supply and demand for holders of advanced degrees in the various fields. What is the probable future of graduate education in the United States?
3. Since World War II graduate education has made notable accomplishments and yet has been subjected to increasing criticisms. Summarize both the accomplishments and criticisms. How can some of the problems represented by the criticisms be "solved"--or at least ameliorated?
4. What suggestions can you make for better coordination of undergraduate and graduate work? Of the early and later phases of graduate studies?
5. What are some of the major issues in graduate education today (for example, to what extent should graduate schools prepare students for non-academic employment)?

XII. PROFESSIONAL EDUCATION

Required Reading:
Zumeta, William, and Solmon, Lewis C. "Professions Education." In H. E. Mitzel (ed.), Encyclopedia of Educational Research (5th ed.). New York: MacMillan, pp. 1458-1467.

Recommended Reading:
Goode, William J. "Encroachment, Charlatanism, and the Emerging Professions: Psychology, Sociology, and Medicine." American Sociological Review 25 (1960), pp. 903-914.
Anderson, G. Lester. "Professional Education: Present Status and Continuing Problems." In National Society for the Study of Education, Sixty-First Yearbook, Part II. Chicago: University of Chicago Press, pp. 3-26.
Hughes, Everett C. "Professions." Daedalus 92 (1963), pp. 655-668.

PART FOUR: DEVELOPING AND IMPLEMENTING ACADEMIC PROGRAMS

XIII. CURRICULUM DESIGN AND ANALYSIS

A. Models of Curriculum Design and Analysis

Required Reading:

Conrad, Clifton F. The Undergraduate Curriculum: A Guide to Innovation and Reform. Boulder, Colorado: 1978, pp. 1-45.

Conrad, Clifton F., and Pratt, Anne N. "Making Decisions About the Curriculum: From Metaphor to Model." Journal of Higher Education 54 (1983), pp. 16-30.

Bergquist, William, Gould, Ronald, and Greenberg, Elinor. Designing Undergraduate Education. San Franciso: Jossey-Bass, 1981, pp. 1-7, 292-301.

Questions for Discussion:

1. Define the following terms: curriculum, academic program, instruction, curriculum design, curriculum content, curriculum structure, curriculum model.
2. Define curriculum theory. How does curriculum theory differ from curriculum design? Do we have a theory of the curriculum in higher education? What would a curriculum theory look like?
3. Critique the "classic" approaches to curriculum planning in higher education, paying particular attention to the work of Tyler, Dressel, and Axelrod. What are the strengths and weaknesses of these approaches--both in terms of conceptual/analytical power and promise for improving curricular practice?
4. Be familiar with and critique the Conrad framework for curriculum planning. From a conceptual/analytical standpoint, what are the strengths and limitations of the schema? Does the model go beyond the "classic" approaches to curriculum planning, or is it largely a re-casting of earlier approaches? How useful is it?
5. Provide a thorough critique of the Conrad/Pratt model and the model of Bergquist and his colleagues. What are the strengths and limitations of each?
6. Much of the recent literature on college curricula places emphasis on the overall curriculum planning process (not just the content of the curricula). The work of Bergquist, Bergquist and his colleagues, Conrad, and Conrad and Pratt reflects this emphasis.

   On the basis of your own analysis and synthesis, construct your own curriculum planning model. You may explicate a framework that is similar to one of the existing models. But since all of the recent models seem to carry some liabilities, your own model is likely to have a hybrid quality. On a single page or two, outline your model by identifying key concepts/organizing principles as well as the important miscellaneous features of your model. Be prepared to defend your schema in class.
7. The notion of curricular model-building in higher education has been ridiculed by many faculty. Do you think that curricular model-building will help to improve the effectiveness and efficiency of undergraduate education? Why or why not? In a practical sense,

in what ways can models be used to encourage curriculum planning without promoting enmity among faculty?

B. Principles, Problems, and Issues in Curriculum Design and Analysis

Required Reading:

Bergquist, William, Gould, Ronald, and Greenberg, Elinor. Designing Undergraduate Education. San Francisco: Jossey-Bass, 1981, pp. 250-278.

Phenix, Philip H. "The Architectonics of Knowledge." In Phi Delta Kappa, Education and the Structure of Knowledge. Chicago: Rand McNally, 1964, pp. 44-62.

Bell, Daniel. "Reforming General Education." In Lee, C. B. (ed.), Improving College Teaching. Washington, D.C.: American Council on Education, 1967, pp. 347-359.

Chickering, Arthur W. "Conclusion." In Chickering, Arthur W. and Associates, The Modern American College. San Francisco: Jossey-Bass, 1981, pp. 773-783.

Questions for Discussion:

Educational Philosophy

1. What is the role of philosophy in curriculum development or revision?
2. Cite examples of American colleges and universities in which a pervasive educational philosophy has given distinctive character to the institution and its curriculum.

Students

1. What does a college or university need to know about its students as it develops or revises its overall curriculum? How can a college find out more about its students?
2. In recent years, some scholars have argued that adults learn differently than younger students. One of the best-known theories in adult education begins with the assumption that learning for adults (andragogy) is different from learning for children (pedagogy). How do the major assumptions and curricular designs differ between andragogy and pedagogy? Should curriculum planners examine closely their assumptions about adult learning?
3. Developmentalists--such as Nevitt Sanford, Jane Loevinger, William Perry, Jean Piaget, and Arthur Chickering--share the view that people grow by passing through a series of increasingly complex stages, each of which builds on and incorporates the previous stage. Further, most of the developmentalists believe that intellectual, moral, and ethical growth occur in tandem. In turn, their learning theory is based on the relationships that emerge when intellectual, moral, and ethical growth are linked. What are some of the implications of using developmental theory in planning the curriculum?

Purposes, Goals, Objectives, and Outcomes

1. What is the role of purposes, goals, objectives, and outcomes in curriculum development or revision? How important is agreement on objectives in curriculum planning?
2. Should statements of objectives include more than statements of content? If so, how can objectives be formulated such that goal statements are not confined to content?

Structure of Knowledge (Epistemology)

1. The traditional manner of organizing undergraduate curricula in colleges has involved heavy reliance on academic disciplines. Programs of study have been organized by departments and around departments. Discuss "The Academic Discipline as a Basis for Planning." What is a discipline? What are the strengths and weaknesses of using disciplines as a basis for the curriculum? When academic disciplines are used as the basis for organizing the curriculum, what are some of the implications for general education, concentration, and professional programs?
2. Particularly in the last decade, many colleges (from Earlham to the University of Houston at Clear Lake) have introduced inter-disciplinary, multi-disciplinary, interdisciplinary, trans-disciplinary, and supradisciplinary. What are some of the ways of structuring interdisciplinary programs? Discuss the strengths and weaknesses of using an interdisciplinary approach as a basis for curricular organization.

Sequence and Integration

1. Among others, Paul Dressel argues that sequencing is usually ignored in curriculum planning. How can sequencing be linked to curricular development?
2. How important is curricular integration? Should responsibility for integration rest with the faculty or students? Both?

Evaluation

1. Evaluation of overall student learning is seldom discussed in the context of curricular development. At the curricular level, what are some of the ways that students can be evaluated? (We will discuss later in the course.)

Other Issues in Curriculum Planning

1. In almost any discussion of curriculum, a number of basic issues are sure to be debated. These include:
   (a) Should the emphasis be on general or specialized education?
   (b) Should the emphasis be on breadth or depth? (Doesn't current usage of the terms breadth and depth reflect a heavy emphasis on the content of education?)
   (c) Should the program be elective or prescribed?
   (d) Should the program be oriented to student needs or academic content?

   On each of these issues, express the arguments likely to be used by each side. Draw the implications of each view for the design of the curriculum.

Curriculum Analysis

1. In the previous sections, what have you learned that can help you to analyze a curriculum? Are there conceptual frameworks and concepts which can serve as useful analytical tools?
2. Writing in the 1960 Review of Educational Research, John I. Goodland said that:

   > curriculum theorizing to date is best described as abstract speculation; curriculum research as "dust-bowl" empiricism; and curriculum practice as a rule-of-thumb guesswork (often a wet thumb at that, held aloft to test the direction of the prevailing breeze).

   What evidence can you cite to support or deny this claim? If

Goodland is accurate, how do you account for the meager attention which has been given to curriculum study?

3. Utilizing concepts presented in our readings and class discussions, critically analyze the curriculum presented in Appendix C. Analyze each curriculum as if you were a curriculum consultant.

Essay Questions

1. Constructing a Model for Curriculum Design

Much of the current literature on higher education focuses not so much on the content of academic programs as on the curriculum design or planning process. Write an essay on curriculum design in which you elaborate and support a particular approach to curriculum design, modeling, or planning. Your essay should be divided into three parts:

(a) Outline a model of curriculum design in which you identify the key organizing principles/concepts as well as other central features. You may explicate your own model or construct a "hybrid" model which combines and integrates at least two models from the literature (the latter model may include elements drawn from your own thinking, but will be drawn primarily from the literature). Your model should be presented in sufficient detail for you to be able to respond to the next two parts of the question.

(b) Identify and briefly explicate the important curricular "issues" that are embedded in your model--issues that, in your view, should be addressed by those involved in curriculum design. Put another way, identify and clarify the major curricular issues that any committee involved in curricular design should ultimately address.

(c) Make a case for the analytical rigor of your model by comparing and contrasting it with other models of curriculum design that are found in the literature. Insofar as possible, make the argument that the concepts/organizing principles incorporated in your model go beyond other models in illuminating the important issues that curriculum developers should address (if your model combines two or more models from the literature, show how your model improves upon each of those models).

2. Designing a Curriculum

In reviewing the book by James Coleman and his colleagues, Youth: Transition to Adulthood, George Keller makes the following observation about the development of the American educational system:

> We tend to think that our educational system is fixed, rationally designed, and sensible. But it is actually the result of thousands of historical accidents. High schools, for example, are relatively new and were originally conceived as an alternative to colleges and not as college preparatory schools. At no point in American history has any educator, excepting perhaps John Dewey, tried to think through the question Coleman asks--"What are the appropriate environments in which youth can best grow into adults?"--and come up with an entire educational system that fits what we know about human growth and

the needs of society, even though the question is as old as Plato's Republic.

While we can hardly ask you to do in a short essay what no educator ("excepting perhaps John Dewey") has tried to do, we may ask you to indicate how you would proceed to reorganize the curriculum of an undergraduate college of approximately 2,500 students in such a way that it would provide "appropriate environments in which youth can best grow into adults."

This is essentially a task in curriculum building. Begin with a statement regarding what you consider to be the essential purposes of a certain type of undergraduate college (for example, community college, liberal arts college). Proceed with a brief discussion of how these purposes may be related to "appropriate environments in which youth can best grow into adults." Then, in terms of your understanding of how a college curriculum is developed, indicate the key concepts/organizing principles which you would follow in designing an undergraduate curriculum to relate purposes and environment. Finally, discuss examples of current innovations or institutional programs which might be incorporated into your institution to express the kind of relationship between purposes and environment that would most effectively contribute to the kind of educational institution you are seeking to develop (throughout your essay, cite appropriate authorities and literature which rovides support for your statements).

3. Curriculum Design: Applying Curricular Models to Curricular Decision-Making

You have just been named chairperson of a curriculum committee charged with the development of a new undergraduate curriculum at a small college. As a recent Ph.D. in Higher Education, you have read widely in the literature on curriculum design. While you are convinced of the potential utility of curriculum design models, you are also persuaded that asking members of the curriculum committee to read academic articles and books on curriculum design might prove counterproductive. Accordingly, you decide to translate and distill the relevant literature on curriculum design (or modeling) in an informal working paper which can help the committee to design the new curriculum. More specifically, your working paper will draw upon at least three curriculum design models or frameworks, synthesizing those elements of all three models which you think should be major considerations in the committees' planning and deliberation.

Drawing upon at least three curriculum design models from the higher education literature, prepare a working paper in which you explore what substantive issues the committee must sooner or later consider. In other words, what are the key issues that should guide the curricular design process, i.e., what factors should be considered, what concepts should come into play, what substantive ground must be covered?

In drafting this paper, your task is not to suggest innovative programs, but to outline with cool rationality a holistic design framework (based upon the integration of at least three curricular models) that identifies the key issues that the committee must face. Where appropriate, refer to the literature on curriculum design as well as authorities on higher education curricula.

4. Issues in Curriculum in the Contemporary American Undergraduate College

In commenting on the development of curriculum in the contemporary American undergraduate college, Joseph Katz and Nevitt Sanford attack the proposition that the

> nature of the curriculum is to be largely determined by whatever is the present state of the 'body of knowledge.' That assumption usually implies (1) an identification of the 'body of knowledge' with the curriculum of the graduate school--a very debatable identification--and (2) only very limited attention to the role of such knowledge in the development of a student. . . . To us this approach embodies an unduly abstract conception of the curriculum and of knowledge in general.

Write an essay on "Issues in Curriculum in the Contemporary American Undergraduate College." Begin your essay by elucidating and then examining the issue raised in the paragraph quoted above. Agree or disagree with the position taken by Katz and Sanford and support your position.

In the second part of your essay, identify two of the main issues currently being raised about the undergraduate curriculum. Discuss each of these issues in depth, indicating the position you favor on each issue. Support your position with reference to the literature (including scholars in the field) on higher education curriculum.

XIV. CURRICULUM CHANGE

Required Reading:

Conrad, Clifton F. "Initiating and Implementing Institutional Change." In General Education: A Guide to Resources. Washington, D.C.: Association of American Colleges, 1980, pp. 102-116.

Lindquist, Jack. "Political linkage: The Academic Innovation Process." Journal of Higher Education 45 (1974), pp. 323-343.

Conrad, Clifton F. "A Grounded Theory of Academic Change." Sociology of Education 51 (1978), pp. 101-112.

Recommended Reading:

Gaff, Jerry. "Avoiding the Potholes: 43 Strategies for Reforming General Education." Educational Record 61 (1980), pp. 50-59.

Questions for Discussion:

1. Examine the roles and responsibilities of key administrators in terms of curricular review and curriculum change. Specifically, examine the roles of the (a) department chairperson, (b) college

dean, (c) academic vice-president, and (d) president and board of trustees.

2. Compare and contrast the major theories of academic change. Discuss strategies for change that are consonant with the various theories.
3. Who are the key participants in change?
4. What are some of the flaws in traditional change strategies?
5. What are some of the major barriers to change in colleges and universities?
6. Critique the Conrad synthesis of change strategies. At what points do you agree and disagree?
7. Has Jerry Gaff identified most of the common flaws in traditional change strategies? How many potholes has your institution fallen into?
8. On a single piece of paper, outline the change strategy you would use if you were an arts and sciences dean who felt that curriculum change was long overdue at your institution. In particular, you would like to establish a competency-based general education program to replace existing distribution requirements. What strategies would you use?

Essay Questions:

1. Obstacles to Curricular Change in Higher Education

The following quotation is taken from Judson Jerome's Culture Out of Anarchy: The Reconstruction of American Higher Learning:

> In the old days students and faculty used to have in common, if nothing else, their complaints about the stodgy and bureacratic administration, but now administrators sometimes find themselves aligned with the students against a faculty epitomized by narrow departments locked in defense of their disciplines against marauders with integrative concepts and a preoccupation with social problems. There is now general agreement (except among faculties) that faculties are the major obstacle to change."

Write a brief essay entitled "Obstacles to Curricular Change in Higher Education." Define what you mean by change. Then focus your essay on an analysis of the obstacles to change as you have defined it, referring to the literature on academic change where appropriate. At some point in the essay state whether you agree or disagree with the point made in the quotation, i.e., that faculties are the major obstacle to change.

XV. PROGRAM EVALUATION

Required Reading:

Gardner, Don E. "Five Evaluation Frameworks: Implications for Decision Making in Higher Education." Journal of Higher Education 48 (1977), pp. 571-593.

Wilson, Richard F. "Critical Issues in Program Evaluation." Review of Higher Education 7 (1984), pp. 143-157.

Bergquist, William, Gould, Ronald, and Greenberg, Elinor. Designing Undergraduate Education. San Francisco: Jossey-Bass, 1981, pp. 279-291.

Conrad, Clifton F., and Wilson, Richard F. Academic Program Review. Washington, D.C.: ASHE/ERIC Research Report, 1986.

Recommended Reading:

Conrad, Clifton F., and Blackburn, Robert T. "Correlates of Departmental Quality in Regional Colleges and Universities." American Educational Research Journal (Summer, 1985).

Conrad, Clifton F., and Blackburn, Robert T. "Program Quality in Higher Education: A Review and Critique of Literature and Research." In J. C. Smart (ed.), Higher Education: A Handbook of Theory and Research, Vol. 1.

Questions for Discusion:

Program Review and Evaluation

1. Why evaluate academic programs? What are the major purposes of program review?
2. What are the advantages and disadvantages of recurrent curriculum review? What are the advantages of infrequent (for example, self-studies) program review?
3. Responsibility for program review resides with many different units and individuals within and without the college:
   (a) state coordinating or governing boards
   (b) accrediting agencies
   (c) institutional governing boards
   (d) academic leaders (presidents, academic vice-presidents, college deans)
   (e) college-wide curriculum committees
   (f) departments and department chairpersons
   (g) individual faculty

   For each of the above, respond to the following questions:
   (1) What is their responsibility for program review?
   (2) How can they help to insure ongoing curriculum review?
   (3) What can they do to facilitate program review? What structures can be established to facilitate program review?
   (4) What criteria for evaluation (such as need, staffing, cost, quality) are most important?
   (5) Depending on the purposes and criteria for evaluation, what data should be collected? Who should collect and analyze the data?
4. Outline a program review process at the departmental or college-wide level. Identify the important components of the review process. How can the review process be designed so as to minimize the "politics of evaluation?"
5. Identify the most important issues and problems in program review.

APPENDIX A: DEBATE FORMAT

I have decided to utilize--on a sporadic basis--a debate format in this class. These informal debates may or may not be announced in advance of class; obviously, this should encourage you to keep up with the readings. However, the purpose of the debate is not to "test" you on a weekly basis; rather, it is to encourage resourceful and analytical thinking, respect for the use of evidence, the application of sound reasoning--all the purposes of formal debate--and it will provide some variation in class format.

The debate format presented below will be used if the debate is not announced before class. In those cases where the debate is scheduled ahead in class, designated groups will come to class prepared for the debate (though the remainder of the format will be the same).

The Debate Format

Debate may be defined as argumentative processes in which affirmative and negative advocates seek to gain a favorable decision on a formally stated proposition, resolution, motion, or issue. The words "discussion," "argumentation," and "persuasion" are sometimes used as synonyms for debate, but each term implies a slightly different kind of activity. Discussion is the oral process of inquiry or problem solving in which a small group engages in reflective thinking in an effort to find a mutually satisfactory solution to a problem. In a formal sense, argumentation is a dialectical process that encompasses the rigid formulation and presentation of counter inference in a search for the truth. It is sometimes called "reasoned controversy." Persuasion is a unilateral presentation in which an advocate seeks to gain acceptance and stir action through strong appeals to his listener's emotions. It is akin to propaganda, which implies group manipulation.

Debate encompasses aspects of all these processes. In collegiate debate the issue is always and conventionally stated in the form of a proposition, e.g., "Resolved: That tests should be eliminated in higher education."

We will eliminate some of the established conventions of debate in the strict sense. For one thing, our teams may be larger. In all cases, the class will be divided up into three groups. One group will be designated the "Affirmative," and will argue the proposition. The second group will be designated the "Negative," and will argue against the proposition. The third group will be the judges, and it is they whom the advocating sides must try to persuade. The stress is on advocacy.

Other established debate conventions we will not use are the alternating affirmative/negative order of presentation and possibly, the formal rebuttal. All participants must be prepared to argue either side of the proposition, as their assignment may fall.

Our order of procedure will be:

Designate groupings
Advocating sides retire to discuss and plan strategy
All reassemble
Debate
Judges render decision

*The judges will meet separately before each debate; they must agree on criteria for evaluating the debate before the debate can begin.

APPENDIX B: A SUMMARY OF DESIGNING UNDERGRADUATE EDUCATION

While I expect each student to read the book by Bergquist et al. in its entirety, I have decided to include this summary or outline of the book as well as some discussion questions. What I have tried to do is emphasize what I think is the scaffolding that you need in order to pull together the mass of information included in the book. I do not expect you to remember all of the innovations and practices discussed in the book. Rather, I intend for you to have a good overall sense of each dimension: the major options, a sense of the strengths and weaknesses of the major options, and a few selected examples of institutional initiatives. This is a very informal outline.

A. TIME AND SPACE

Time Dimension: A. Calendar

Option 1: Traditional semester, early semester, trimester, quarter (Multiple Instructional Units of Constant Length)

A. Traditional Semester
Definition: Found in only six percent of colleges, the traditional semester begins in September and ends in late January, then the second semester goes from late January to early June. Two semesters.

B. Early Semester
Definition: Now found in over one-half of colleges and universities, the early semester begins in late August and goes through mid-December; second semester lasts through early May.
Example: University of Arizona

C. Trimester
Definition: A variant of the semester calendar, the trimester is used by only 3-4 percent of American colleges and universities. Consists of three fifteen-week terms.
Example: University of Michigan

D. Quarter
Definition: Used by 18 percent of our colleges, the quarter is a four-term calendar.
Example: University of Denver

Option 2: 4-1-4, 4-4-1, and Modifications (Multiple Units of Variable Length)
The most widespread innovation in calendars has been the movement toward variable-length terms and, in particular,

to the short-length term held either in January or at the end of the academic year. Obviously, these short-terms are intended to foster curricular experimentation.

A. 4-1-4

Definition: Semester, followed by two-to four-week term, followed by second semester. Used by about one-fifth of liberal arts colleges.

Example: Eckerd College (formerly Florida Presbyterian College)

B. 4-4-1

Definition: Two semesters followed by a one-month mini-term in May.

Example: Not important

C. Modifications of the 4-1-4

Definition: These get more complex, but all are simply variations.

Examples: Ottawa University's (Ks.) 2-2-1-2-2 calendar; Austin College's calendar which includes seven-week sessions, fourteen-week courses, four-week January term, etc.; Antioch College's calendar, which alternates between work and academic work.

Option 3: Block/Module Scheduling (Multiple Instructional Units of Constant Length with a Single Course Per Unit)

A. Block/Module Scheduling

Definition: One course is taken at a time, a "module."

Examples: The best-known example is Colorado College's Block Plan in which students take a single course in a block: concentrated learning for a short time. Another example is at Monterey Peninsula College (California); in its interdisciplinary humanities program (GENTRAIN) students study Western civilization in fifteen independent modules.

Option 4: Single-Event Programming

A. Single-Event Programming

Definition: Some colleges offer workshops, institutes, and short courses for academic credit that are specifically tailored, in duration and location, to the instructional unit being offered and the student population.

Examples: Prescott College (Arizona, now Prescott Center for Alternative Education) offered a wilderness-survival experience at the outset of each year. Not mentioned in our book but at Bard College, each freshman class attends a several week workshop on reading/writing/thinking. Ottawa University in Kansas requires students to attend various cultural events per term.

Option 5: Unspecified/Unlimited Duration

A. Unspecified Duration of Instructional Units

Definition: A flexible, nonstructured calendar which is dependent on the use of specific instructional technologies (e.g., videotapes, programmed instruction, computer-assisted instruction) or individualized instructional needs (for example, self-paced instruction, audiotutorial instruction). Usually comp-based.

Examples: Grand Valley's College IV (now Kirkhof College) used to offer both a regular calendar and an open-ended calendary, with continuous registration.

B. Unlimited Duration of Instructional Units

Definition: An arrangement whereby students could have lifelong learning opportunities. Rather radical, for colleges would shift their emphasis from classroom instruction to working with adults.

Examples: Few examples of "pure type," but a few colleges have gone part of the way. For example Ottawa University (Kansas) allows graduates to take credits for up to ten years following graduation. And Wheaton College (Massachusetts) has a program of Career Assistance whereby a range of services are offered to professional graduates who may want career updating, etc.

Time Dimension: B. Clock

Option 1: Weekday/Daytime Instruction

Definition: Courses held from 8 A.M. to 5 P.M.

Examples: Approximately 60 percent of undergraduates take their courses during the day. However, a few offer flexible courses arranged to adult needs.

Option 2: Weekday/Evening Instruction

Definition: Hold classes in evenings or on weekends.

Examples: William Paterson College (New Jersey) schedules many of its courses in the evenings or on weekends.

Option 3: Weekday/Marginal-Time Instruction

Definition: Classes held in the early morning or at lunch.

Examples: Long Island University has a degree in management that includes classes offered to suburbanites on their way to New York City by commuter train.

Option 4: Weekend Instruction

Definition: Weekend Instruction.

Examples: No specific ones, although an example might be the "Family College" at Rockland Community College (New York) that targets learning opportunities for each member of the family.

Option 5: Extended-Time Instruction

Definition: Colleges hold courses over, say, a ten-day period.

Examples: Goddard College (Vermont) offers an adult degree program that builds on a series of intensive twelve-day residential programs.

Discussion Questions: Time Dimension (Calendar and Clock)

1. What are the most widely-used approaches to structuring the academic calendar? What are the major strengths and weaknesses of the most popular approaches?
2. In your view, what are the most promising innovations in the calendar? Under what conditions? Be able to support your choice and provide an example.
3. What are the major innovative approaches to structuring the academic calendar? What are their major disadvantages and advantages?
4. In your view, what are the most promising innovations in the curricular clock? Under what conditions?
5. What are the major innovations in terms of the curricular clock? In brief, what are some of the pluses and minuses of these innovative approaches?
6. Besides improving convenience, is there any evidence that curricular innovations in time (calendar and clock) improve student learning?
7. With few exceptions, time (calendar and clock) has not been a major consideration in both curriculum design and curriculum analysis. Has the concept of "time" been overlooked? Make the case that colleges should provide students with more opportunities for independent and self-directed uses of their time? Is there an appropriate balance between institutionally-structured (traditional calendars and clocks) and learners' needs for control and use of time?

Space Dimension: A. On Campus

Option 1: Instructional: Classroom, Laboratory, Studio

Option 2: Quasi-instructional: Library, Auditorium, Chapel, Learning Center

Option 3: Noninstructional: Living-Learning Centers in the Residence Halls, Service Center, Outdoors, Work Experiences, and Internships

Examples: At one institution comfortable sitting areas are set up outside classrooms; at another, classes meet outside on occasion. Still others use the campus as a location for work experiences and internships. For example, Berea College in Kentucky uses a student-labor model where students help in craft industries or do other work to reduce tuition. And Warren Wilson College operates a similar on-campus work program: the college runs a cattle and hog operation and asks for student assistance with this and other on-campus operations. In this way, the entire campus becomes a learning environment (or so they say).

Option 4: Media-Based: Television, Radio, Telephones, and Newspapers

A. Television

Definition: Telecommunications has led to the increasing use of TV, including one-way, two-way, and interactive.

Examples: The most well-known example is the program offered by the University of Mid-America. Books, cassettes, and study guides supplement television-based courses. A Midwest university serving a consortium of state universities, UMA is modeled after the British Open University. With the growth of communications (television), there is little doubt that this will spread.

B. Radio

Definition: Radio used to reach nontraditional populations.

Examples: National Public Radio is used by some colleges, and some colleges use radio.

C. Telephone

Definition: Mostly used to access terminals at the particular college. Also use electronic blackboards that transmit an instructor's writings and drawings on a blackboard by telephone to a remote location where the words and patterns are flashed on a screen.

D. Newspapers

Definition: Used sparingly, but some colleges have used these: a newspaper carries a weekly lecture prepared by an expert, students submit assignments and--presto--credit is earned.

Note: Most of these are off-campus (see next page). Closed circuit TV and electronic blackboard are major types of on-campus, media-based.

Option 5: Personally Defined: Study Area

Definition: Find a place for adults to study on-campus or off-campus such as an underutilized alumni building.

Space Dimension: B. Off-Campus

Option 1: Instructional: Conference Center, Retreat, Church Camp

Example: University of Arizona has a rustic retreat center in the Chiricahua Mountains.

Option 2: Noninstructional: Store, School, Government Building, Internship Site

Definition: Space can be used for courses conducted by the college. More frequently, off-campus space is used by conducting a class at the home of a faculty member or a field location.

Examples: Lots of examples from field studies. For example, most colleges now offer some form of off-campus,

credit-generating experience. Examples include Antioch College's well-known work-study program.

Option 3: Mobile Classroom/Laboratory

Definition: Take the classroom to the people.

Example: Cornell University has a "Peoplemobile" (a used school bus) that provides information on social and educational services in a local county to low-income students. More educationally, College IV at Grand Valley State College (Michigan) has a mobile unit that offers more than 250 minicourses that local residents can take for academic credit. Module-mobile students pick up instructional materials for a particular course when the mobile unit visits their neighborhood once a week. Interestingly, one mobile-classroom program has reversed the process and is providing traditional students with instruction while they are traveling to campus: Mountain Empire Community College has five buses for commuting students; each offers desks, reading lamps, refrigerators, the latest technology, and even--so Bergquist et al. tell us.--toilets. By the way, Chapman College (California) has the grand campus-at-sea.

Option 4: Media-based: Television, Radio, Telephones, and Newspapers

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Examples: Most well-known is University of Mid-America. — Books, cassettes, and study guides supplement television-based courses. A Midwest university serving a consortium of state universities, UMA is modeled on the British Open University.

B. Radio

Definition: Radio used to reach nontraditional populations

Examples: National Public Radio (NPR) is used by some colleges; others use their own "software"

C. Telephone

Definition: Can be used to access terminals at a particular college. Also use electronic blackboards transmit an instructor's writings and drawings on a blackboard by telephone to a remote location where the words and patterns are flashed on a screen.

D. Newspapers

Definition: Used sparingly, but some colleges have used. Generally, a newspaper carries a weekly lecture prepared by an expert, students submit assignments to an instructor, and credit is earned.

Option 5: Wilderness
Definition: Wilderness chosen for site of learning.
Example: Outward Bound, for which some colleges grant credit.

Discussion Questions: Space Dimension (On- and Off-Campus)

1. In what ways might colleges better utilize on-campus instructional, quasi-instructional, and non-instructional space? Give examples.
2. What kinds of media-based instruction are being used on-campus, at least in part to better utilize space?
3. Have most colleges underutilized on-campus space? If so, how? What innovative practices might prove to be most effective in using space?
4. In what ways might colleges better utilize off-campus instructional and non-instructional space?
5. What are some of the major ways that colleges might better reach various populations currently underserved? What are the possibilities of using mobile classrooms and laboratories? Wilderness experiences?
6. What are the advantages and disadvantages of using various media--especially television--to reach new clienteles?
7. Bergquist et al. write that space "appears to be the 'hidden dimension'" in the college curriculum. Has the concept of "space" been overlooked in curriculum design and analysis? What is the rationale for more innovative use of space both on- and off-campus?

B. RESOURCES

A. People: Human Resources

Option 1: Faculty Member: Instructor, Advisor/Mentor, Various Other Roles
(I will not include visiting faculty and teaching assistants, but they are not unimportant.)

A. Faculty Members as Instructors
Definition: Of course, faculty members teach. But there may be better and other ways to use the faculty resource. For example, there is team teaching. And increasingly, faculty are serving as evaluators of students' work--assessing student learning outcomes. As Bergquist et al. suggest, these new assessment roles for faculty members require that institutions find new ways to account for and reward faculty time and effort.

B. Faculty as Advisor/Mentor
Definition: In recent years, faculty have served mostly as bureaucratic checkpoints for students, e.g. signing registration forms. However, colleges have recently attempted to go beyond this. First, a few colleges have attempted

to emphasize and improve academic advising by such things as including people who are not members of the faculty on advising teams and/or by changing the role of the faculty member in the advising process. Second, a few colleges have begun to look at mentoring.

Examples: The College of the Atlantic (Maine) assigns a two-member team of advisors to each entering student, selecting from among staff, students, and faculty in an advising pool. At Eckerd College (Florida) each entering student selects a faculty member as a mentor, having been given a list of mentors and projects. Mentors are used heavily in external degree programs such as at Empire State College.

C. Other Roles for Faculty

Definition: There are other roles that have been suggested for faculty. Tom Clark and his colleagues at the Center for Individualized Education at Empire State College have suggested eight roles that are assumed in nontraditional settings: facilitator-counselor, broker-negotiator, instructor-tutor, evaluator, administrator, developer and coordinator of learning resources, creater and user of instructional materials, planner of individualized programs (see pp. 82-83 in Bergquist et al.).

Option 2: Instructional Support Staff: Counselors, Librarians, Secretarial Staff

Definition: Self-explanatory, but we need to think about role of student counseling in particular.

Option 3: Noninstructional/Off-Campus Personnel (Community Resource Persons)

Definition: Using community people.

Examples: Some off-campus programs use off-campus people such as the . . . program at Nova University and the University of Northern Colorado. But a growing number of colleges use community resource people in planning and evaluating student programs. This goes back at least as far as the 1920s when distinguished Swarthmore College began using outside people in evaluating students at the end of their programs.

Option 4: Peers, Family, Friends, Neighbors

Definition: Most colleges do not conceive of the above as potential resources. Of all of these perhaps the most important may be the influence of peers. After all, Newcombe's research about the importance of peers on student and student

learning has not had a major impact on colleges. They seem to go no further than peer teaching.

Option 5: The Student

Examples: Some programs that are highly individualized in particular have begun to recognize that the older student in particular has had experiences that may accelerate and complement his current learning. Significantly, William Perry's work at Harvard has emphasized the importance of students themselves as learning resources.

Overall Example: There is a good example of a college that uses many of these heretofore neglected human resources in Bergquist et al. See the description of the Lindenwood Colleges on pp. 94-95.

B. Materials and Equipment

Option 1: Print: Books, Journals, Magazines

Option 2: Audiovisual: Blackboards, Overhead Projector, Videotape, Slides

Option 3: Packaged Instructional Materials: Programmed Texts, Simulations, Games

Option 4: Computer

Definition: Computer can be used for managing instruction (recordkeeping and test scoring) and for learning itself (for example, computer-assisted instruction).

Example: A good example is from Dartmouth College (New Hampshire) which pioneered the effort toward using computers, basic computer literacy, access to computers in studies, etc.

Discussion Questions: Resources Dimension

1. How has the role of the American college faculty member changed in the last 300 years? Ten years? In what ways can faculty resources be better utilized? In light of the overall state of higher education, what changes might you suggest that would help colleges to better utilize that fundamental human resource: the faculty member?
2. What has happened to the faculty member as advisor? In what ways can student advising be enhanced?
3. What about mentoring? In light of recent research about the importance of mentoring, how can faculty be encouraged to serve as a mentor?
4. Consider the eight roles that Tom Clark and his colleagues have identified for faculty in nontraditional settings: facilitator-counselor, broker-negotiator, instructor-tutor, evaluator, administrator, developer and coordinator of learning resources, creater and user of instructional materials, planner of individual programs. How appropriate is each in a traditional setting?

5. What are the pros and cons of using community resource people in instruction?
6. We know (Newcombe and others) that peer students can have a major impact on other students. Yet Bergquist and others only talk about peer teaching. In what other ways can student peer groups be used as valuable resources in promoting student learning and intellectual vitality?
7. What other resources not discussed in the chapter are important to consider?

C. ORGANIZATION

A. Organization of Degree Program

Option 1: Single Unified Program: Classical Curriculum, Great Books, Competency-Based

Definition: Until well into the nineteenth century, most of our colleges offered unified degree programs, that is, the same content/courses. Today, there aren't many colleges that use a degree program integrated around a certain body of content. One good example is St. John's Great Books Program. Also, many proprietary schools and some community colleges offer a standard curriculum for all students who are preparing for a specific occupation. Finally, and no less significant, a number of colleges--through a competency-based approach--are moving closer to a unified curriculum, e.g. Alverno College, Sterling College, and Mars Hill College.

Note: on pp. 104-105, Bergquist et al. suggest that some colleges have preserved unified curriculum by abandoning common content and embracing a common process. An example is the University Without Walls program at Loretto Heights. Yes, these kinds of programs are unified in the sense in which most of us think of unified programs, that is, unified in the sense of certain content that everyone takes.

Examples: Example of Great Books is St. John's (Maryland). Example of Competency-Based: Alverno (Wisconsin), Sterling (Kansas), and Mars Hill College (North Carolina). These are examples, all well-known, that one ought to remember.

Option 2: Concentration/General Education/Elective Programs

Definition: As is well-known, this is the most common way of organizing a degree program. The grand compromise is to keep everyone happy.

Examples: You don't really need any examples of this, but there are two discussed in depth in the

book. Ottawa University (Kansas) is discussed on pp. 107-109 and Emory and Henry (Virginia). In the book these examples are used to suggest that "new life" can be given to the traditional organization of a degree program.

Option 3: Multiple Concentration: Multiple or Dual Majors and Interdisciplinary Majors

*Note: I don't know why they put this here, since this section in the book is ostensibly looking at overall degree organization--not the parts. This could fit within the previous option, for example.

Definition: Some colleges offer students the opportunity to choose a second or even third major (dual or multiple major). Others, believing that students must take too many courses in a double-major, offer interdisciplinary majors.

Examples: So many colleges do this that there is no need to learn a bunch of examples. However, a good example is the University of Wisconsin at Green Bay which, in its environmental emphasis, encourages students to engage an interdisciplinary major which cuts across disciplines/colleges. The whole point of these deviations from traditional majors is that colleges are trying to maximize curricular flexibility and individualization of degree programs for students.

Option 4: Multiple Degree Tracks with Options: Honors Track, Remedial Track, Alternative Track

Definition: Some colleges provide a variety of options or tracks for students to get a degree. Usually, one of the options is the traditional track (concentration/general education/electives) along with one or two others that might include a student-contract degree plan.

Examples: At Vassar College (New York) students have three paths to the baccalaureate degree: Independent Program, Concentration in a Discipline, and Multidisciplinary Concentration. At Austin College (Texas) there are three degree-planning options: Basic Program (core of interdisciplinary programs), Special Program (individual contracting procedure for concentration), and Honors Program.

Option 5: Student-Created Degree Program (Contracted Degree)

Definition: Self-explanatory. A contract is written between student and faculty. The process is described on pp. 122-123 in the description of the student-centered degree planning process at the New College of the University of Alabama.

B. Sequencing of Curricular Elements in General Education

Colleges and universities differ in the way they sequence general education, concentration, and electives. There are three options that Bergquist et al. have identified (they are not presented as options on their scheme at the end of the book, but they are essentially options).

Option 1: Required General Education Elements at Entry Level

Definition: This is the classic approach: give the students breadth of knowledge before specialization.

Examples: Brown University's well-known "Modes of Thought" course that was given to entry-level students. There are many other examples of core courses. Technically, these courses don't need to be core ones, contrary to what Bergquist et al. imply (sloppy reasoning again). The point is that you can put general education courses--core courses or not--at the beginning of the program.

Option 2: Required Elements in General Education at Exit Level

Definition: You can put general education at the end of the degree program.

Examples: University of Florida and University of Minnesota do this. Evergreen State College (Washington) and Western Washington State University both offer "upside-down" degree programs where graduates of two-year colleges can do their general education component at the end of the degree.

Option 3: Required General Education Elements Throughout the Program

Examples: Beloit College (Wisconsin) requires a freshman Great Books course and an upper-division seminar on contemporary issues.
St. Andrews Presbyterian College (North Carolina) offers a program that cuts across three years (see description on p. 130 in Bergquist).
Fairhaven has a three-stage curricular sequence that emphasizes general education throughout the four years.

C. Arrangement of Academic Administrative Units

The way the academic administration of a college or university is organized may have a powerful impact on the character of the curriculum.

Option 1: Disciplinary Units (Departments)

Definition: This, of course, is the usual organization.

Option 2: Multidisciplinary Units

Definition: Many small colleges and some larger public institutions have moved away from departmental organization. The authors use the term multi-disciplinary rather than interdisciplinary

because in most cases the faculty members in divisions still teach within their departments/ disciplines. Of course, some large public institutions have a divisional arrangement at a higher level (with budgetary control, usually), but the real organizational power is still in the department.

Option 3: Interdisciplinary Units

Definition: Some colleges have forgotten the departmental type of organization and gone to divisions, usually around interdisciplinary themes.

Examples: The College of the Atlantic (Maine) has four interdisciplinary divisions: environmental design, environmental sciences, social and cultural studies, and values and consciousness.

Option 4: Matrix Units

Definition: A structure in which multiple sources of information and control exist at all levels of the organization.

Example: University of Wisconsin at Green Bay. AT UWGB, faculty members are with students involved simultaneously in two types of academic organization. They are involved in a specific interdisciplinary college: community sciences, creative communication, etc. And they are affiliated with a program unit that is discipline-based.

Option 5: Temporary Units: Institutes, Centers

Definition: Institute is more short-term.

Discussion Questions: Organization Dimension

1. Can the case be made for a single unified degree program? Under what circumstances? Be able to provide several examples of unified degree programs.
2. Give a brief description of the most common way to organize degree programs--the concentration/general education/elective approach. Do you agree with Bergquist et al. that the variations on this approach at Ottawa University and Emory and Henry are "giving new life to the traditional organization of a degree program?"
3. Identify the major options to the two traditional approaches to organizing degree programs. Provide examples of each of the major options.
4. Sequence may be very important in curricular design. Identify the major alternatives (and provide a few examples) to sequencing general education throughout the programs. What are the advantages and disadvantages of alternative approaches? How important is sequence?
5. What are the major alternatives (with examples) to administratively organizing the curriculum? What are some of the problems with each arrangement, especially interdisciplinary units?

D. INSTRUCTION--PROCEDURES

In this chapter, the authors discuss four procedural concerns; we will cover the first three here: procedures for planning a degree program, procedures for granting academic credit, and procedures for teaching/instruction.

A. Procedures for Planning Degree Programs

Option 1: Faculty/Institution Determined or Prescribed
Definition: Individual faculty and committees plan and prescribe curriculum.

Option 2: Prescribed Curriculum with Some Student Options
Definition: electives for some student choice.

Option 3: Faculty/Student Negotiated
This negotiating can take place in several ways. First there can be a negotiated contract between a faculty member and a group of students--this has been used at Evergreen State College (Washington). Another approach is to have faculty negotiation with individual students; many examples could be used, but let us mention Mary Baldwin College's Adult Degree Program (Virginia) and the more than thirty University Without Walls programs. Another good example is at Goddard College (Vermont).

Option 4: Student-Determined
Definition: Self-explanatory, but two options for implementation. One, a student could define the goals, but faculty would do most of the instruction. Two, student define goals and student be responsible for most of instruction.

Note: Curricular control does seem to be shifting to the learner.

B. Crediting or Granting Academic Credit

Option 1: Credit by Successful Completion of Instructional Unit
Definition: The normal procedure.

Option 2: Transfer of College Credits
Definition: The normal procedure.

Option 3: Assessment of Prior Learning: Examinations, Portfolios, Miscellaneous Assessment
Definition: Almost all colleges award credit for extra-institutional learning. Examinations are quite popular (such as the College-Level Placement Examination or CLEP, ACT programs, or local exams. Another popular approach is the portfolio approach. CAEL's (Council for the Advancement of Experiential Learning) efforts have led

to a wide variety of publications concerned with experiential learning.

Option 4: No Credit

Definition: For some colleges, credits aren't viewed as an appropriate vehicle for indicating learning. Rather than taking courses to add up credit, a student takes a course to prepare for a set of examinations, global assessment by a board of examiners or review committee, or a competency-based assessment procedure.

Examples: Alverno (Wisconsin) and Mars Hills (North Carolina) competency-based programs.

C. Teaching/Instruction

Option 1: Content-Based/Auditory: Lecture, Question-and-Answer, Recitation

Option 2: Content-Based/Multimedia: Reading, Audiotutorial, Programmed Instruction

Option 3: Interaction-Based/Auditory: Seminars, Symposia, Debates, Peer Learning

Option 4: Interaction-Based/Multimedia: Case Studies, Simulations, Role Playing

Option 5: Student Based: Independent Study, Tutorial, Learning Contract

Discussion Questions: Procedures

1. What do you think of prior learning? How well can it be assessed?
2. What are the strengths and weaknesses of the portfolio for the assessment of prior learning?
3. What is/should be the relationship between the curriculum and instruction/teaching?

PLEASE NOTE: SKIM THE CHAPTER ON PROCEDURES, ESPECIALLY THE LENGTHY SECTION ON TEACHING.

E. OUTCOMES OR GOALS

There is a discussion of Bouwsma's seven educational "ideals" in the beginning of this chapter. Get only a general sense of that. You will note that the authors have tried to use Bouwsma's categories as an analytical tool for analyzing the various approaches to outcomes (I don't think it works well). In any event, I will use below their distillation of Bouwsma's categories into five categories of general goals. I will simply list them and then turn to the major approaches to defining outcomes.

A. Outcomes Emphasis (Adapted from Bouwsma)

Option 1: Cultural/Intellectual

Option 2: Skills/Vocational

Option 3: Citizenship/Problem-Oriented

Option 4: Personal/Development

Option 5: Research/Disciplinary

B. Mode/Approach to Definition

Before presenting the options, let me define the terms they use. Basically, the authors suggest that educational outcomes differ not only in content but also in terms of perspective and structure. With regard to the former, some outcomes are defined from an institution or societal perspective, others from a student-learning perspective (in the examples, this seems to blur, but ok). With regard to the structure of outcome statements, some statements are unilateral or non-hierarchical--they are of comparable generality and importance; in other instances outcome statements are listed hierarchically. So here are the four options:

Option 1: Institutional Perspective/Unilateral or Non-Hierarchical Perspective

Definition: From a societal/institutional perspective and not put in a hierarchy.

Examples: Davis and Elkins (Virginia) identifies twelve goals for a liberal education (see p. 258 in the book).
St. Thomas Aquinas College (New York) on p. 259 of book.

Option 2: Student Perspective/Unilateral or Non-Hierarchical Perspective

Definition: From the viewpoint of the desired characteristics of student and still non-hierarchical.

Example: Harvard College (pp. 262-263 in book).

Option 3: Institutional Perspective/Hierarchical Structure

Definition: From the institutional perspective and a hierarchy of goals.

Examples: See University of California on pp. 265-267 in book.

Option 4: Student Perspective/Hierarchical Structure

Examples: Bloom's Taxonomy of Educational Objectives and Bowling Green's (Ohio) example on pp. 269-271.

Option 5: Multiple Perspective/Hierarchical Structure

Example: Howard Bowen's listing from Investment in Learning. This is very helpful--see pp. 273-279.

Discussion Questions: Outcomes Dimension

1. Which perspective--institutional or student--is most useful?
2. Is a hierarchical structure preferable to a non-hierarchical one? Why or why not?
3. How important is it to define outcomes? How should outcomes inform the design and implementation of a curriculum?
4. Choose an example from the chapter of a well-articulated set of outcomes? Justify your choice.
5. What would be the most appropriate objectives for a liberal arts college, a community college, a public university? Does it depend?

APPENDIX C: THE "CORE" CURRICULUM AT SAINT JOSEPH'S COLLEGE (INDIANA)

Coordinator: John P. Nichols, S.T.L., Ph.D.

I. A Brief Sketch of the Switch to Core

The original thrust for sweeping revision of the college's general education program came from the newly appointed President of the College, Father Charles Banet, C.PP.S., in the fall of 1966. The attention of the President and the college community in general was brought to a focus on this issue by the concurrent influences of several different agencies: the Second Vatican Council document on "The Church in the Modern World" had been provoking serious reflection on the part of some of the faculty for quite a few months; the National Catholic Educational Association had just published "The Danforth Report and Catholic Higher Education;" and articles on curriculum revision had been very much in evidence in professional journals. President Banet challanged all the academic departments of the institution to respond in a creative way to these calls for educational reform, but to respond in terms of the specific goals and purposes of Saint Joseph's College. The response of the faculty, by spring of 1967, was so encouraging that a select faculty committee on curriculum revision was established to initiate the process of change.

An H.E.W. grant was secured to subsidize the work of the committee during the academic year 1967-68. All the academic areas of the college were represented on the committee, not just those which offered courses in the general education program, because one of the main objectives of the whole project was to bring together the entire academic community of Saint Joseph's in this rethinking of the college's educational program.

Of all the consultants brought in, of all the programs studied, the committee was most impressed with what Florida Presbyterian (recently renamed Eckerd College) had done with its curriculum. What the committee presented to the Faculty Assembly at the end of its deliberations essentially consisted of the Florida Presbyterian integrative approach to general education modified to suit the specific goals and realities of Saint Joseph's College. The faculty enthusiastically adopted the new curriculum in November of 1968 and began implementing it with the freshman class of September, 1969.

II. Objectives of the Core Program

Saint Joseph's College adopted the Core Program because it was seen to be a better way to achieve the goals and purposes of the institution, a Catholic liberal arts college, than the more traditional approach to general education. Core is integrative, rather than distributive, in its structure. Core gives the entire student body and as many members of the faculty as possible a common experience in reflecting on man, his situation, civilization, and culture, his achievements and problems, his meaning and purpose.

The switch to Core demanded radical changes in schedules, in departmental offerings, in course assignments, and in many other long-held policies and ideas. But what was asserted most emphatically in the change-over was that the institutional commitment to core expressed the judgement of the whole Saint Joseph's College community that general education is at least as important as the student's major. The structural reminder of this commitment is the central role which the Core Program fills in the college's course offerings throughout all four years of the normal bachelor's program.

In order to offset the trend toward hyper-specialization or vocationalization in most of American higher education, Core is strongly generalist and humanistic. It emphasizes the project of becoming a "self worth being," of leading a genuinely human existence, as the basic issue of liberal education. Though the content of each semester of Core varies, the program maintains an overall common and constant concern for human values, a concern which either is carried over from Core into other courses by both students and faculty or reinforces the humanistic perspectives already present in those courses.

Finally, any number of more specifically philosophical positions are implied in either the interdisciplinary or the personalist commitments of the Core Program. Core stands against the depersonalization of man that is the bent of the reductionist type of thinking of so many contemporary intellectuals. The program maintains an openness to insights into the nature of man and the human situation that come from a whole range of academic disciplines and methods. No method which can shed light on human meanings and values is theorized out of existence or into nonsense on an apriori basis. The traditional approach of the liberal arts is broadened to welcome the fruits of the studies of modern psychology, sociology, and other sciences of man. But what Core strives to do is to inform with a common purpose the whole mass of conflicting interests spawned by the hyper-specialized curricula of the mainstream of contemporary higher education.

III. Structure of the Core Program

A. In general

The Core Program replaces what used to be a 54-credit, mainly lower level and distributive approach to general education with a 45-credit, integrative and interdisciplinary set of semester programs very evenly spread out over the four years of college education. In place of a required number of courses from several separate departments, Core involves a 6-credit interdisciplinary course in all but the last of the eight semesters usually taken by the student.

The following table shows the simple structure and rhythm of the Core Program:

Freshmen: Core 1--The Contemporary Situation (6 credits)

Core 2--Hebrew and Graeco-Roman Heritage (6 credits)

Sophomores: Core 3--The Middle Ages (6 credits)
Core 4--The Modern World (6 credits)

Juniors: Cores 5 & 6--Man in the Universe (6 credits)
Cores 7 & 8--Non-Western Studies (6 credits)

Seniors: Core 9--Toward a Christian Humanism (6 credits)
Core 10--Christianity and the Human Situation (3 credits)

B. Content of the Individual Segments of Core

Core 1 tries to encounter students exactly where they are and invites them to reflect on human achievements and crises in this century. A whole range of academic disciplines--philosophy and theology, the natural and behavioral and social sciences, literary and artistic expression--participates in this attempt to shed light on the meaning and problems of the contemporary human situation.

Cores 2, 3, and 4 chronologically investigate the historical roots of contemporary ideas and institutions as well as the phases of development through which such ideas and institutions have passed. The faculties of each of these Core segments have come up with distinctive and original approaches to the periods of Western history with which they are concerned.

The junior year shifts into a different format, in that concurrent 3-credit programs in both semesters take the place of the previous single 6-credit blocks. The interaction of the two programs of the junior year--Core Science (Cores 5-6) and Non-Western Studies (Cores 7-8)--sets the stage for what could be the most fruitful portion of Core for the student. The "story of man as told by science," so influential a constituent of Western Culture, is paralleled with the alternative views of man and his place in the universe elaborated in African, Indian, Chinese, and Japanese cultures.

A return to the contemporary scene rounds off the final year of Core. Core 9 attempts to reflect on the human value and ultimate meaning of all the materials encountered in the previous Core experience. Currently, the three focal questions considered in Core 9 have to do with the nature of man, the nature of religion, and the specific characteristics of the Christian faith. The second semester of the senior year involves a seminar (Core 10), often closely connected with the student's academic major, in which the student has the opportunity to do an in-depth study of some of the important ethical and/or religious aspects of contemporary problems. Seminars are conducted in the areas of political life, business, the arts, communications, science, and on the topics of respect for life, faith and reason, the ethics of economic development, and quite a few more.

C. The Overall Unity of the Program

As the necessary complement to these brief descriptions of the individual segments of Core, it is important to stress the overall integration of the segments into a single general education program which has a very definite rationale and developmental unity operative throughout all four years. The following diagram (page 4) and the accompanying paragraphs should clarify the overall thrust of the Core Program.

The first semester of the freshman year begins with "The Contemporary Situation" because the main objective given to Core 1 is self-discovery and self-assessment. The student is invited to take inventory of his personal and our communal problems and resources: as a young man or woman in the twentieth century America, what outlooks and values have I adopted? What can we reasonably expect to achieve--answered differently from Kurt Vonnegut's "Fourteenth Book of Bokonon"*--in the remaining years of this century? What are the prospects and hopes for creating a meaningful personal existence and a just society?

The time span allotted to Core 1 extends back to 1914, not for arithmetic convenience or to relieve other Cores of some years of content, but to attain a very specific purpose. The student's edifice of meaning was constructed under the influence of his parents and grandparents, as well as that of peers, teachers, and so on. By becoming acquainted with the events and hopes and crises of those immediately ancestral generations, the student can discover the impact of the past on his living present, the relevance of history to human existence. This is not approached in service to any particular philosophy of history, whether spiral or cyclical or whatever, but in terms of the simple facts of life that our meanings are shared meanings and that our existence is an historical existence. The complement to the future-looking dimension of hope in human existence is the past-regarding dimension of memory. With the establishment of this dialectic between hope and memory, Core 1 opens the student up to the historical sections of Core in the following three semesters.

Cores 2, 3, and 4--the second semester of the freshman year and the two semesters of the sophomore year--seek to encounter the origins of Western Civilization and follow its subsequent development. How have the Hebrews, Greeks, Romans, and early Christians laid the foundations of what we call "the West" (Core 2)? How have Graeco-Roman and Judaeo-Christian sources, albeit over centuries of development and evolution, contributed to the world we now inhabit?

In Core 3, "The Middle Ages," the manner in which the cultural values of the ancient world were preserved and modified in the years from

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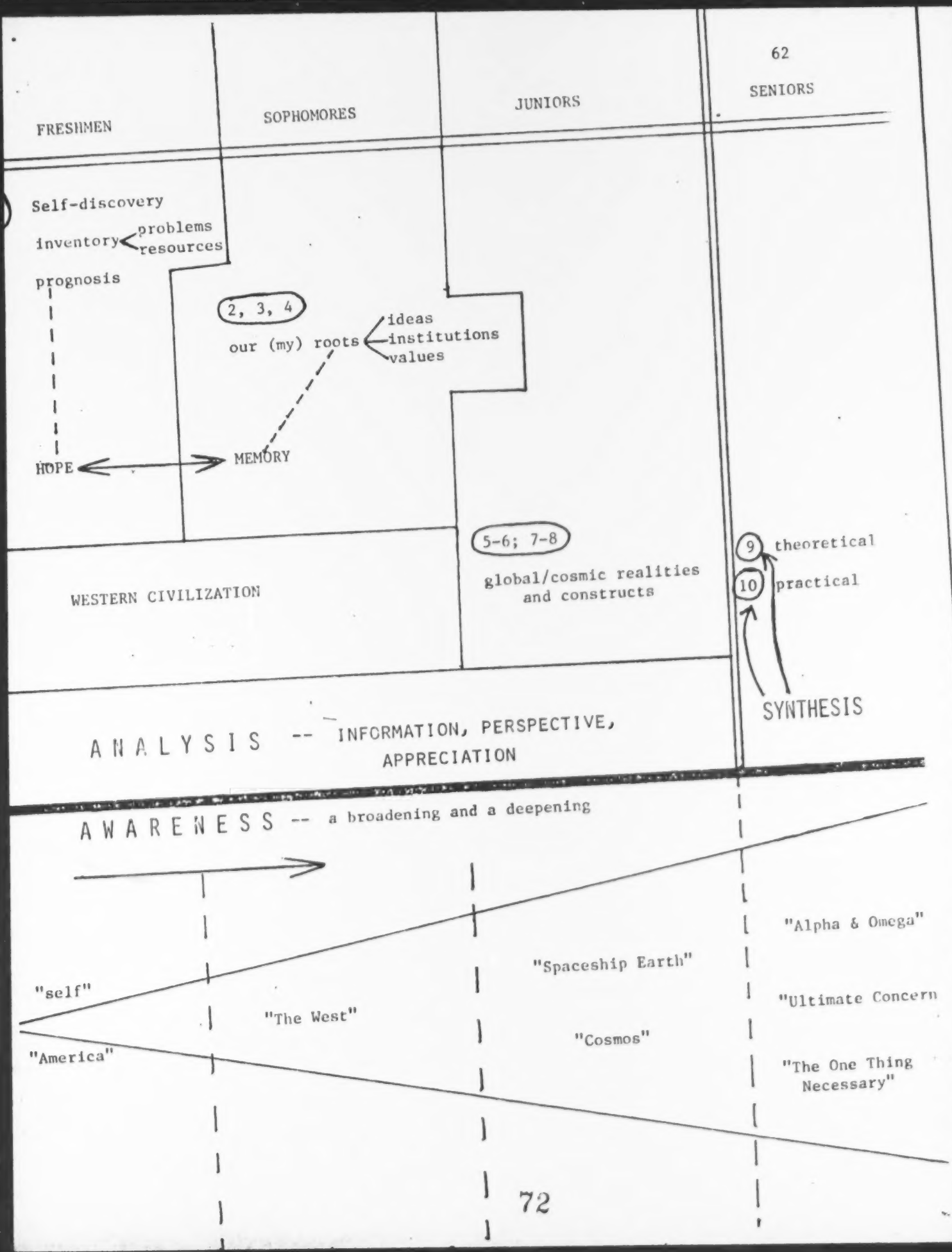
*Question: What can a Thoughtful Man Hope for Mankind on Earth, Given the experience of the Past Million Years?

Answer: Nothing. (Cat's Cradle, Chapter 10)


FRESHMEN
SOPHOMORES
JUNIORS
SENIORS
Self-discovery
inventory
problems
resources
prognosis
2, 3, 4
our (my) roots
ideas
institutions
values
HOPE
MEMORY
WESTERN CIVILIZATION
5-6; 7-8
global/cosmic realities and constructs
9
theoretical
10
practical
SYNTHESIS
ANALYSIS -- INFORMATION, PERSPECTIVE, APPRECIATION
AWARENESS -- a broadening and a deepening
"self"
"America"
"The West"
"Spaceship Earth"
"Cosmos"
"Alpha & Omega"
"Ultimate Concern"
"The One Thing Necessary"

100 to 1600 in the West is studied. The particular approach taken in this Core, because it is individual men who make history and build civilizations, is one which focuses on individual persons who contributed in a very special way to the cultural evolution of the West, leading up to the emergence of what we (somewhat chauvinistically) call "the modern world." In ending with the Renaissance, Core 3, from one point of view, closes a cultural cycle with Core 2 in that the Renaissance looked backwards to the origins of the West in ancient Greece and Rome; but, from another point of view, the seeds of the modern world and rumblings of the radical changes about to occur are there too.

The modern world is approached, in Core 4, in an at least partly dialectical fashion by studying the interplay of currents of thought from 1600 to 1914. The Baroque, the Enlightenment, the conflict between Romanticism and Realism, the Revolutions, the Age of Progress-especially the images of Man, of Nature, and of God that go along with each of these--such is the complex material of Code 4. Overall, however, the achievements and disappointments of those 300 years do exhibit a certain logic of development which makes understandable the ambivalence and trepidation with which Western man entered the twentieth century. Thus, at the end of Core 4 the student has worked his way, with enriched historical understanding and developed critical acumen, back to the starting point of Core 1.

Though Cores 1 through 4 did attempt to deal with 4,000 years of Judaeo-Christian tradition and 2,800 years of Western Culture, there is still a greater challenge to the imagination and sensitivity of the student to come in the junior year. Non-Western Core (Cores 7 & 8) transports the student out of the West in order to invite him to meet and to learn to appreciate fellow human beings who have created cultures quite different from his own. The great cultures of India, China, Africa, and Japan, whether in terms of complementarities or contrarieties or correctives, have much to teach us, in spite of our boasts of Western superiority.

In addition, the "Story of Man" that science tells, in the concurrent Core Science segment (Cores 5 & 6), is a story which speaks of billions of years of cosmic and biological evolution and of a cosmos of fantastic dimensions, but which is still man's home. If Cores 2, 3, and 4 put us in touch with our cultural roots, Core Science reveals how intimately our human lives are connected with all of life and with basic cosmic processes: our cosmic and biological roots. The two programs of the junior year do however converge--whether by political, ecological, metaphysical, or religious paths--on the reality of the oneness of the family of man.

Finally, the first three years of Core (Cores 1 through 8) can be regarded as more analytic than anything else, in the sense that they provide information about, perspective on, and appreciation of all things human. The senior year proposes to tie together all of the preceding materials of the Core Program in a synthesis that is deeply and thoroughly Christian. Core 9 works at such a synthesis in terms

of theory and principle, whereas Core 10 applies those principles in a spirit of Christian responsibility in a world where man is more and more assuming conscious and deliberate control of the course of evolution.

D. Progress from Core 1 through Core 10

Another rather interesting perspective on the total Core Program lies in the broadening and deepening of awareness that occurs as the students move from one semester to the next. Without restricting individuals to this pace or rhythm of development and recognizing sadly but realistically that it does not work for everyone, the focus of the content of the Core segments and the invitation to value commitment do significantly grow from semester to semester. In Core 1, the focus is the "self" in twentieth century "America" (although the limitations of this focus are revealed in the final sections of Core 1); Cores 2 through 4 broaden that perspective to include the origins, development and recent condition of "The West;" with the junior year of Core the student is invited to cope with the concepts of "cosmos" and "Spaceship Earth;" and in Cores 9 and 10 questions of ultimate meaning and deepest commitment are treated, the "Alpha and Omega" of human existence and "the one thing necessary" of the New Testament.

E. Some Pedagogical Specifics

The mechanics of the Core Program are structured in such a way as to respect both the interdisciplinary and the personalist dimensions of Core. The typical 6-credit segment of Core involves four contact-hours per week: two hour-long lectures in the College Auditorium (at which the entire freshman, sophomore, junior or senior class is in attendance), and two hour-long discussions in a group of about 18 students and one professor. What might at first seem to be an overly generous allocation of credit hours to the normal semester of Core--six credits for four contact-hours--is more than adequately justified in view of the very large amount of reading and writing assigned in the program. And though the preceding comment emphasizes individual student work, it is generally in the discussion sessions that the readings, the lectures, and the students' own reflections really come into focus.

The roles of a faculty member in the two scheduled parts of Core are quite different. As a lecturer in the Auditorium meetings, the professor presents himself as an expert in commenting on a reading assignment or a related topic in a scholarly yet pedagogically appropriate fashion. In the discussion situation, however, the professor often has to assume the position of a co-learner, since the topic under discussion may well come out of a field of study which is not his own area of specialization. The excitingly different types of faculty-to-faculty and student-to-faculty relationships which this structure demands and favors have radically revitalized the academic community of Saint Joseph's College.

IV. In the Eighth Year of Core . . .

Since the Core Program was implemented with the freshman class of September of 1969, Saint Joseph's College is in its eighth year (1976-77) of offering this innovative general education program. The graduating class of 1976 was the fourth class to have completed the full cycle of the Core curriculum. During these years, the program has been under the scrutiny of a whole battery of committees; it has been evaluated and revised on a year-by-year basis. Much has been accomplished, much still needs to be done, but a lot has been learned. Some of these lessons are well worth attention at this point.

Relationships among the academic departments have changed quite a bit. Professors from up to ten different departments have had to sit down together and come up with a single set of readings and lectures for the semester of Core with which they are charged. The same group has had to listen to one another lecture to the entire Core class (300+ students and 12 or so professors). These experiences, sometimes inspiring and sometimes frustrating, have made the faculty come to know and respect one another much more than before Core.

Professors have also carried a wealth of materials, ideas, and methods out of Core into the course offerings of their departments. The discussion approach used in Core has given many professors a new respect and confidence in their students. And students, with an extensive common fund of Core readings and lectures, have carried discussion of issues into the dining halls and dormitories. Thus, the Core Program not only complements the specialization the student acquires in his major, but it actually strengthens the major programs at the college. Saint Joseph's College is definitely of the opinion that it can offer students an educational experience which combines a strong major with an exceptional general education program, and that both programs gain from such a combination.

Development of the Core Program's full potential is far from complete. The college received a deeply appreciated and very timely assist from Lilly Endowment in 1975, when the foundation supported the greater part of the operation of the program for the 1974-75 academic year. A three-year continuation of that grant will provide the funds for support and enrichment of Core, making possible completion of several development projects. For example, due to a whole range of different circumstances, we have not yet been able to involve all the departments of the college in Core; of course this situation must be changed if Core is to be a program truly conducted by the whole academic community. The program has to respond more effectively to the students' needs to skill development, since Core has replaced the basic composition and speech general education requirements. Physical facilities and audio-visual capabilities will have to be upgraded in the near future to sever the needs of Core. More money ought to be invested in bringing topnotch speakers and performing artists on campus. And, most importantly perhaps, we must somehow develop a greater epistemological awareness, a sensitivity to differences in method and limitations of method, on the part of our faculty.

V. Conclusion

Saint Joseph's College is definitely committed to the Core curriculum and the humanizing and liberating educational experience which it represents. Core expresses this college's manner of structuring a liberal arts education which respects both the concern for human values of the liberal arts tradition and the career preparation and specialization which the contemporary world demands of college graduates.

Ultimately, educational institutions and their programs, whatever they may be, exist for the benefit of students. In closing, then, a sample of student impressions of the impact of Core on them is most appropriate.

> "The greatest thing about Core is that I have a chance to ask questions about things that have always interested me. The discussion groups are a great experience in freedom of sharing thoughts and feelings with a group. Core not only attempts to answer basic questions that one has but goes further and constantly challenges the seeker with more and deeper questions."
>
> George Mills, Mathematics Major
> Class of 1975

> "The Core Program is the foundation of my future. It gives me a feeling for persons, places, and things. It takes me out of my self-centered shell and exposes me to other cultures--so completely new, different, and exciting. Through the Core experience, I am more willing to understand and respect others, rather than be indifferent to them."
>
> Barbara Doan, History Major
> Class of 1976

> "I have felt an urgent need to understand where I came from--how did man's thinking and self-understanding evolve? I honestly feel that Core, integrated and well-presented as it was, helped me to gain my bearings in history, to see how what has gone before has influenced what is now and ultimately to understand myself and society better. I think that Core provides a background into all the humanities that would enable a student to compete effectively and comfortably in graduate study in any of several fields. And Core lends a sense of security and confidence to the student as she faces future life in general--for she now has the mental tools with which to adjust to and accept problems, and to devise proper solutions in steering a meaningful course through the twentieth and into the twenty-first century."
>
> Susan Hoffman, Philosophy Major
> Harvard Graduate School

END	GOALS	OBJECTIVES	STRUCTURES	INDICANTS	EVALUATION
The Liberally Educated Christian	Cognitive Development	to develop cognitive and communication skills	readings (variety of points of view) lectures (exemplify skills) discussions (reflections) writing plan (8 semesters)	ability to analyze and synthesize ability to critique oral fluency writing skills	correlate GRE, LSAT. . . results with SAT instrument (CPI--Ai, Ac) collect Core papers over 8 semesters and evaluate interview some students re: their writing progre general culture inventory in Core 4 (1977-78) Perry-type interviews (60 students per year)
		to build a community of common seekers after truth	common academic experience: planning, readings, lectures discussion approach: "sharing" "co-learner" relationship with faculty	discussions in dorms, dining hall. . . cross-disciplinary friendships open-minded, tolerant, flexible taken seriously by faculty in the discussion situation	Perry-type interviews (Fr. Kramer, Dr. Kreilkam Instrument (OPI--Am; CPI--To) benchmark evaluations of discussions (Cores 1, 5, 7-8, 9)
		to expand awareness to the many dimensions of reality	expanding content: 1 2 3 4 5-6 7-8 9 10 discussion: experiences / reflections (interpersonal/personal)	Openness: Family of Man / Spaceship Earth books read outside major variety of interests relevance of history awareness of interdependence attendance at plays, concerts, lectures, and other cultural events	Perry-type interviews (projected over 4 years) instrument (OPI--CO, TO) observation of attendance at cultural events
		to cultivate the integrative habit of mind	co-disciplinary (balance off specialization) all eight semesters (continuously)	a multi-faceted cognitive style free from narrowness sense of wholeness "life-long learning" positive "self-concept"	Perry type interviews instrument (OPI--T1, TO; CPI--Wb) outside evaluator to interview faculty and students; address to the faculty
	Affective Development	to evoke formulation of, enthusiasm for, and commitment to values	explicitation of value dimensions of readings in lectures and discussions humane issues in content example of faculty commitment supportive environment ("affiliation"--Perry)	student "involvement," "service," "concern" (politics, college, people problems) challenge/frustration "rhythm" value acceptance preference commitment conceptualization & organization	observation of student involvement (1976-77) alumni involvement(1977-7 instrument (OPI--Am; CPI--Re, Wb) moral reasoning: Kohlberg, Rest (Cores 1,10) value rankings: Hall, CEVAM (Cores 1, 7-8, 10) Perry-type interviews
		to witness to specific Christian values	scriptural presence (Cores 2-3) Christianity in dialogue with modern world (Cores 1, 4, 9, 10) Theological dimension (all the Cores)	read and meditate Bible read theological/ religious items ecumenical outlook worldwide concerns service to fellow man creedal acceptance agreement with Christian positions on moral issues participation in worship, private and liturgical	inventory of agreement/ disagreement with statements from the Magisterium (Cores 1, 9) Perry-type interviews observation (Chaplains) of worship on campus

ASHE ERIC

Clearinghouse for Course Syllabi in Higher Education

A group of Association for the Study of Higher Education (ASHE) members are forming a national higher education network for course syllabli. (See box.) The activity, sponsored by ASHE's Committee on Curriculum, Instruction and Learning, promises to be of great benefit to new and experienced teachers in higher education.

If you wish to participate, please send your latest course syllabi to the appropriate members of the network today. These individuals have committed their time and effort toward the following:

- syntheses reviewing course syllabi received with an evaluation of what is happening in each area (e.g., course titles, emphases, major works and resources in use, syllabi,models, trends, observations), along with a few exemplary syllabi to be made available via the ERIC Clearinghouse on Higher Education by the end of 1985
- abstracts for inclusion in an essay on "Course Syllabi as Instructional Resources," to appear in the 1986 edition of ASHE's Instructional Resources Handbook for Higher Education
- updates of the essay/abstract in four years.

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To establish a viable clearinghouse, your help is needed. Please flood members of the network with your course syllabi and suggestions. Help establish a higher education clearinghouse for course syllabi.